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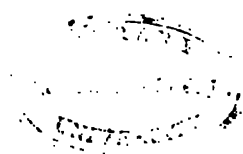
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MOTIVES TO BE URGED IN THE BUSINESS OF
EDUCATION.

A PRIZE ESSAY.

BY MISS ALMIRA SEYMOUR, OF BOSTON.

(See page 32.)

MOTIVE gives character to every action performed by reasoning beings. The same thing done or said—the same to all outward appearance is good or bad, beautiful or unlovely, according to the motive which gave it birth. Does this require illustration to enforce its truth?

I am busy at my writing-desk. Near me is my little sister or niece, looking over a book of pictures I have placed in her hand. Her little bare arms are often crossing the paper on which I am writing, to show the objects that interest and excite curiosity, and obtain some satisfying answer. Suddenly that fair arm receives from my hand a blow so startling that the book falls, the flesh reddens, and tears start into the innocent eyes. Perhaps I gave that blow because I was impatient at the interruption of my pursuits.—How unkind and cruel the act! Perhaps I gave it because a noisome insect had settled upon the sweet flesh, and would feed himself at the expense of the little girl's future comfort.—How kind and friendly the act!

Both these actions are the result of impulse, but the impulse springs from a motive; in the one case, the selfish desire of personal convenience; in the other, the unselfish wish to spare another inconvenience. Multitudes of similar instances might be adduced, were they needed. I shall cite but one other, this belonging to the class of deliberate actions.

I have on my premises a magnificent tree, the growth of many years, in the possession of which I have much pleasure,

pride, and enjoyment. This tree stands so near the limit of my grounds that its spreading branches throw as much shade upon the soil of my next neighbor as my own. I determine the tree shall be felled: it is done. Why this sacrifice of kingly beauty and grateful shade? asks the looker-on. Perhaps it overshadowed my neighbor's fruit-trees or grain so entirely as to prevent their growth.—How generous and beautiful the act! Perhaps I owe him a grudge, and cannot endure that he should have an equal advantage with myself in my possessions, although I am in no sense the loser.—How mean and unworthy the act!

Now to Mr. A. or Mrs. B., the other side of the way, or the other side of the hill, it makes no difference which of these motives controlled me; but to myself it is of infinite moment, whether I am cherishing and strengthening a vindictive, narrow, unchristian spirit, or whether I am fostering justice and magnanimity within me.

This being the case—it being, as we clearly see, true that the *motive* of action and utterance makes the character of it, and that the motives we habitually cherish make *our characters*, whatever *reputation* we may possess,—this being the case, it becomes a question of vital importance to the well-being of the young, what motives we are making the habitual springs of all they do and say. What motives, then, shall “be urged in the business of education?”

Were there no circumstances to be taken into account, were everything at hand precisely as we would have it, the answer could be given at once and heartily responded to by every educator; no motive to obedience but the love of right, no motive to study but the love of progress. But since there are innumerable circumstances to be considered, circumstances which it were madness to attempt ignoring, the answer admits of discussion, and divides itself into three classes. First, those motives which should not only not be “urged” but not permitted to exist. Second, those which may be allowed an existence, and activity to a limited extent, but should never be “urged.” Third, those which should constantly be enforced as the healthy and legitimate sources of human action and endeavor.

First. Any intelligent thinking individual who has been brought somewhat intimately into relation with miscellaneous children, cannot have failed to observe that truth and purity and great-heartedness are not in all cases the natural upspringings of their action and utterance, and that the opposite of these are often rankly fostered by home and street influences. From these will proceed, oftentimes, an outward seeming of good, that needs to be carefully scrutinized and the motive eradicated at once and forever.

For instance I had once in my class in a certain school a girl whose cousin was a member of a slightly advanced division of the same class. Between the mothers of these girls, whose husbands were brothers, a jealous rivalry existed with regard to their children; each determined her own should excel the other. This influence actuated the two pupils in all they did. Each studied hard, but it was always with one eye turned toward her cousin to see if she studied harder. Their conduct was circumspect to the observer, but it was so in order that they might not lose rank, the one thereby falling behind the other. What wellsprings of action were here deepening and acquiring power for their future lives! What a preparation of the heart was this, for the relations of social and domestic life! I often felt how much better for these girls it would have been to be entirely ignorant of all that is acquired from books, so that their natures could be kindly and simple; and I was rejoiced when circumstances gave them places in schools remote from each other.

Here was a motive that should never for a moment be permitted to exist,—the motive not of generous emulation but of *jealous rivalry*.

I have in the course of my experience, at different times, had under my care pupils who were accustomed to being *managed* entirely by appeals to their *vanity*. Had I pursued the same course, it would have been smooth and easy for me, in place of the often discouraging, always up-hill labor of seeking, led by a sense of duty, to repress this incentive. In every instance except one, the individuals came ultimately to see, gratefully, affairs from my point of view. This one subject, while she has frequently since we separated given evidence of her respect and deference for my opinions, still holds me personally in disfavor. But that is a trifle, if by my discipline she has gained, as I think she has, despite a weak and erroneous home influence, a clearer insight into character and duty.

Vanity is a motive to be entirely deprecated.

Plausibility is the last of this class my limits will permit me to mention. "Do what you please with your ears but give me your eyes," I once heard the master of a school (not one in which I was teaching) say to his assembled pupils; assembled for a general exercise in which all had equal concern. The necessary translation of this injunction to my mind was, let there be an *outward show* of right, whatever the reality may be.

Follow this influence out into mature life, individual and social, my earnest, clear-thinking co-workers, and see to what it tends. See the hollowness of heart, that bears not the pressure a hand-box would sustain; the emptiness of purpose,

that leaves the mind at the mercy of every blast of passion and caprice; the absence of sterling integrity, that generates legitimately distrust, and leads ultimately to bankruptcy in wealth more essential than mere earthly treasures. Ah! whatever other inward habits you may confirm in the life of the child, in mercy destroy the first germs of *plausibility*.

Second. The second class of motives, consisting of those which may be tolerated but not enforced, is much the largest of the three classes. My aim will be to cite only a sufficient number to present clearly my view, and suggest further development of the thought to the minds of others.

For every card of approbation some pupil brings home at the close of the week from his teacher, he is promised a certain amount of money by his parent or guardian,—also for a stipulated number of well-learned lessons. Thus, *pecuniary advantage* is early made the motive for intellectual and moral effort; and yet we wonder, while we moralize mournfully over the degeneracy of an age in which money is the only potent influence—the great desideratum.

Now the desire for money, to a certain extent, is right and proper, and may exist in connection with the most lovely and noble traits of character; but is always, in a healthy state, subordinate to them. It comes, in this relation, as one of those things which the promise says “shall be added,” when the higher has been primarily sought. If, therefore, parents or teachers choose to let outward acquisition follow inward attainment, as one of its results, there can no harm come of it—it is in accordance with the law of life. But if the child be taught to regard it as the final end, the best good thing, nothing can be more narrowing, yes, I may say debasing, to his habits of mind and character.

Emolument, then, is one of the incentives to be tolerated.

Again. These very cards that the injudicious parent is buying up with such a fatal premium, come under this class of motives.

The *love of approbation* is well in its subordinate place; is amiable and sympathetic in its character, much more so than the desire for emolument; but it should never be urged as the final good. Let it follow as a matter of course,—one of the things “added thereunto,” and then it becomes a happy help in the full development of mind and heart.

Desire for honors is another of the permitted influences. Under this head come preferences of place, considered as rank, medals, diplomas, &c.

When the teacher has the right view and practice in these matters, the only harm that comes of them is the difficulty of making a perfectly just distribution of a very limited number.

I shall, I hope, be acquitted of egotism, if I cite my own experience as proof that these, also, may be regarded not as ends and aims, but a part of the inevitable result of well-doing.

A certain portion of my pupils annually receive diplomas at the hands of the sub-committee. The subject is never mentioned to them until the master desires their names for the engraver. I then announce to the class that the period of this ceremonial draws near; state the number to be distributed; and desire them to determine in their own minds, *all things considered*—attendance, punctuality, recitations and deportment—the most worthy of the honor. When time for thought has been allowed, they are permitted to name first one, then another, another, &c., until the number is complete. Previous to this my own opinion is formed, and I do not remember an instance in which the views of the class have differed from my own. Conversations have often grown out of these events, showing me, with pleasure not unmixed with astonishment, how admirably children may be trained to discriminate between the genuine and the specious in character and attainment.

The last of this class of motives to be considered is the *fear of punishment*. This I consider, philosophically, a more legitimate incentive than the expectation of reward; since the best we can do is but our duty; anything short of that inevitably brings pain—loss of privileges or positive suffering.

Obedience to law and order; submission of the will to rightful authority; a certainty that, agreeable or disagreeable, pleasant or irksome, duty must be done; these are the most important and vital life-lessons of humanity, and to enforce them upon some natures, the pain and fear of punishment are needful agents. But too much pains cannot be taken in discriminating with regard to the subjects of this influence, and it should never be forgotten that there is to be in its exercise nothing revengeful or vindictive. As a matter of course, in the sequence of the action of Providence, it comes to the offender or delinquent as his peculiarities demand it. The child must obey; the child must perform his prescribed tasks if reasonable; that he ought to do this he knows as well as you, and respects, and is happy and grateful under, the firm, steady authority that compels him to it whether he will or not.

Third. I come now to that serene height in the ascent of my theme, where my mind delights to dwell, because it is a region of freedom and security; broad as the capabilities of the race, and high as its best aspirations. Here we are no longer toiling at the root of the baneful, nor watching, with pruning-knife in hand, the spreading tendrils of the questionable. But with all the force of our own elevated, enlightened, and enthusiastic zeal to make better, these motives are "*urged.*" Shall

I enumerate some of them? Will my fellow teachers recognize them as school-room acquaintance? All must have had a few examples—some, perhaps, very few—but all will agree with me that they are the point in progress toward which all effort should tend, and that before the darkest and most indurated natures, these shining possibilities should be kept constantly as ideals.

1st. Study from a sense of duty, whether it is preferred or not; because no time or opportunity should be wasted.

2d. Study from a desire to develop fully all the powers which have been given us.

3d. Study from a wish to make ourselves agreeable and useful to others.

4th. Study from a love of it.

1st. Obedience from a conviction that subordination is a duty.

2d. Obedience from a love of the individual in authority.

3d. Obedience from a desire to secure the best condition of the little community of which the individual forms a part.

4th. Obedience from an abstract love of rectitude, and a wish to experience whatever discipline will make better the heart and life.

Fellow teachers of both sexes! Ye who like me have so much to do with regulating the central springs of the great social machinery, so much to do in attuning the chords of individual character, while compelled so often to see the baneful flourish, and tolerate the questionable, are you urging these high and worthy incentives to action? Is moral and intellectual life, under your influence, a steady, up-reaching, wide-spreading growth, that will stand unharmed hereafter amid warring elements and frost and blight? Are the outward and inward habits your nurture is fostering, such as you would like to see at your own firesides,—in your own bosom companions? Such as in your most holy moments you recognize as the accepted of Him who looketh on the heart?

It is pleasant to know that we are gaining present favor by present results; that the *eclat* of our success is giving us reputation in our profession. But Oh! far pleasanter, far more refined, intense, and enduring in its satisfactions, is the conviction that we are doing something for the renewal of individual lives; for the improvement of the family and society; for the elevation and perpetuity of enlightened Christian institutions; for peopling that Heaven which we hope for all.

Scrutinize carefully individual character as you have rightful opportunity; look into the families of your acquaintance; scan social life; take a searching, comprehensive view of community at large; examine trades, professions, church and state, in all their various branches; seek the great universal

Need, and having found it, tell me if it be not *purser and nobler* MOTIVE. Then take your way to your school-rooms, where, according to our light, we each and all labor faithfully, where, to a certain extent, and for a certain time, each is supreme, look around upon those materials for future relations and organizations like those referred to, and, in view of the one great Need, ask not merely what the Superintendent or Sub-Committee expects of you, but what does this Need call for? What does conscience enjoin? What does the Judge of all require? And the answer will come from the great world's want in a wild, wailing supplication,—from conscience in an unrelenting monition,—from the Omniscient Judge in dispensations of warning and exhortation,—See to it that the habits of mind and heart you are fostering and strengthening, the *Motives you are urging*, are such as will be accepted at the bar of these tribunals.

EASY METHODS OF INSTRUCTION.

A PRIZE ESSAY.

BY MISS BETSEY L. ADAMS, OF ROCKVILLE.

(See page 32.)

PERHAPS I may be allowed to avail myself of the opportunity given by the Association, to present some methods of teaching the branches usually pursued in our common schools. These plans may not be new, but it is believed they will be found practical, as they are such as have commended themselves to the writer during a somewhat extended course of teaching, and with pupils whose ages have varied from three to twenty-one. No method will be proposed that does not aim at thoroughness; and as "there is no royal road to learning," every useful method, like every thing else that is valuable, will require a certain amount of labor. But it is believed, that to teach a thing thoroughly at first, will, in the end, prove the easiest way.

To commence with Reading. Some have endeavored to shorten the process of teaching children to read, by beginning with words instead of letters. This is thought to be *almost* as absurd as to attempt to teach Arithmetic by presenting combinations of numbers at first, instead of single figures. Not that every letter must be learned before words are formed. The little one, unless remarkably tractable, wearies of the A B C before the twenty-six are learned. Therefore as soon as two letters have become familiar, they may be formed into a word, and this process continued till the whole alphabet is mastered.

Others would teach the elementary sounds of the letters, before, or in connection with, the names. All these sounds must become familiar, if we would make good readers, and there is scarcely any danger that they will be practised too frequently. But the child must be taught one thing at a time. If he attempts to learn the name and the sound at once, he will be in danger of confounding them; and it is believed nothing is lost by leaving the elementary sounds of the letters, till his powers of discrimination have become more fully developed. This method might be more fully discussed, but it would be tedious, and perhaps unprofitable.

In this connection I would insist that words should not be pronounced for scholars. Exceptions there may be, but this should be the rule. The scholar should be led on by gradual steps, and required to spell out every word he cannot readily pronounce. This will teach him to depend upon himself, and will apply to other branches. Even a scholar who is somewhat advanced, should be taught to consider it no disgrace, to pause, as he meets an unfamiliar word, and apply all his knowledge of the laws of pronunciation to the stranger. This is the way to become *ready* readers.

In regard to expression, much must be left unsaid. The natural utterance of joy, grief, &c. in the child is believed to be a safe example. Unnatural tones cannot be correct, natural ones must be so. The necessity of cultivating the imagination in connection with reading, is now supposed to be so generally understood and realized by all good teachers, that it is not necessary to dwell upon it.

Spelling should be practised in connection with reading. Do you ask whether it should be performed orally or by writing?—I answer, In both ways, though we think oral spelling should take the precedence with children. We know it is said "We have no use for it in after life, therefore it should not be practised." It should be used as a means, not as an end. My principal reason for preferring that oral spelling should preponderate in childhood, is, that it is much the most rapid way. Many more words can be learned in the same time, than by stopping to print them all. But writing the words should by no means be omitted, and with advanced scholars, this method may be pursued to the exclusion of the other.

Many methods of correcting a written spelling lesson have been proposed. The following has been tried with success. A certain class of words is selected for a lesson, or series of lessons, for instance, the names of familiar objects, articles of dress, or furniture, names of persons, places, &c., the class occasionally dictating a lesson, being previously prepared, and each giving out a word. As the words are given out, each

one writes them upon the blackboard or a slate. They are then spelled aloud, each word being pronounced correct or incorrect by the one who gave it. Each member of the class is provided with a slip of paper and pencil, and whenever a word in his list is pronounced to be incorrect, he copies it upon his paper. At the close of a week, these papers are passed to the teacher, and the words upon them are given out as a lesson. If any word is still misspelled, it is copied again, and will enter into the review of the next week. In this way every word must be learned.

Little children should not be confined to the columns of the spelling-book,—though far be it from us to call them “non-sense columns.” A single word may be given them each day, aside from the regular lesson, to be spelled on the succeeding day, and if the words are wisely selected, a lively interest will be excited. These words the class may afterwards be allowed to give out from memory. One who has never tried this method, will be surprised to find how long a list of important words may thus be learned by a young class, they meanwhile regarding it only as relaxation, or pastime.

If you would teach Arithmetic with success, observe these directions. Give practical examples, rather than abstract numbers. Render no assistance till it is absolutely necessary. Explain no difficulty till it has been met, and unsuccessfully grappled with, by the learner. Meeting in a store with a little girl who had just commenced Arithmetic, she pointed to some pencils, saying she bought one of them yesterday. “How much do they cost?” she was asked. She hesitated a moment, then replied, “I gave him a ten cent piece, and he gave me a three cent piece and one cent. This answer taught the necessity of combining the processes in proposing questions to children, and of making them practical. If you speak to a little class of having so many red, and so many yellow apples, when they leave their home, of a kind neighbor adding a certain number to their store, of eating one, of losing two, and giving one apiece to James, Charles, and Henry; how their eyes will brighten as they follow you, and with what confidence will they inform you how many they would still have. Then these last may, in their imaginations, be cut into halves or quarters, or each apple exchanged for a certain number of pears or peaches.

It is an excellent plan to give a separate question to each member of a class before any are solved, requiring each to retain his question in the mind till the solution is called for. When all are supplied with questions, require each one to state his example and perform it. This method makes a recitation interesting, and tends to strengthen the memory and produce clearness of ideas.

Allow children sometimes to propose questions to each other, and though, like one impulsive child, they may ask, "If a flock of geese were flying over, and a gunner should shoot nine of them, how many would be left?" this will only lead them to notice the conditions of a question more carefully.

Never fail to cultivate mental activity, by proposing questions at the close of the recitation, and allowing the one who first gives a correct answer, to go first from the class,—as is now so generally practised. Be sure to associate large numbers with small ones. If trained aright, a scholar may give the product of six multiplied by thirty, as soon as six times three. Require correctness, as well as rapidity. Allow no guessing. A long list of numbers may be written by the teacher upon the board, added by him at the time of writing them, and the answer retained. Scholars may then go in turn to the board, passing along as they add the numbers. If the board be of considerable length, it will afford amusement to see the active ones passing by their slower neighbors, and coming out first with their answers. These are carried to the teacher, who, after all have added, reads the answers aloud, naming those who have the true answer. This method affords relaxation, and cultivates rapidity and correctness of calculation.

A little lad is ciphering in Subtraction. Yesterday he found a difficulty in the lower number being larger than the one above it. He was shown how he could take one of those tens, and change it to units, just as a ten-dollar bill can be changed for ones. To-day he comes again to the teacher with the question, "How can I subtract these numbers?" Just glancing at the slate, the teacher replies, "Borrow one from the column of tens." "O, but I cannot now," he replies, "there are none there." On examination, the upper number is found to be ten thousand. Now the process of changing the ten thousand to thousands, one of the thousands to hundreds, and so on, must be fully explained, and you may be sure that the eye will light up as the subject unfolds itself, and subtraction, in any form, is from that time perfectly clear to his mind. This difficulty might have been anticipated by the teacher, and explained beforehand, but think you it would have been as readily seized upon, and as long remembered?

It was formerly the opinion of Geographers, that the pupil should commence the study with his own location, and gradually enlarge the sphere of his observation. But we believe the prevailing opinion at present is, that a general survey of the whole earth should first be taken, and particulars learned afterwards. We leave this question. Let every one be fully persuaded in his own mind as to the true method. A Globe should be used in giving children their first lessons in Geography. As they

advance, Outline Maps are exceedingly important, almost indispensable. Take a class who have been studying the historical part of the Geography, and give them a Map lesson, allowing them to study it from Outline Maps, with pointers in their hands, and their recitation will evince the increased interest of the class, if it has not already shown itself in their manner of studying. The names of all the towns in the State may soon be learned, with the situation of most of them, by allowing one to point them out, while a class or the whole school recite them in concert. In the absence of Outline Maps, their want should be supplied by having maps drawn upon the blackboard, and making the same use of them as of the others.

Never allow a class to learn the direction of rivers, situation of important towns, &c., till they are familiar with the mountain ranges. Let them fix their attention upon these, and then determine what must, of necessity, be the course of the rivers; then an examination of the facts will be full of interest.

Do not confine a class in Geography for any length of time to the text-book, to the exclusion of the map. Much time is lost in this manner, and a distaste for the study contracted. A careful reading of the surface, climate, soil and productions, except with small children, will generally be sufficient, if care is taken by the teacher to require them to compare states and countries, classing together such as are alike. For instance. Why allow scholars to spend portions of several successive days, in learning the soil, productions, &c., of as many of the Southern States bordering upon the Atlantic Ocean, when at a single recitation, and in connection with a lesson upon the map, they may be made familiar with all that section of country? And it will not be difficult to determine which will be most easily remembered, associated or isolated facts. Again, suppose the subject of the lesson to be the islands off the east coast of Asia. If you would make the lesson both interesting and profitable, speak to them of the importance of the empire of Japan at the present time, of the scenery as a vessel approaches the harbor, of their habits of non-intercourse, of the personal appearance of the people, drawing vivid pictures to the imagination, of the painted faces, half-clad feet, enormous sleeves, girdles, fans, &c., and you will probably find, at the next recitation, that none of these facts have been forgotten; perchance they may have added much to their store from other sources.

In commencing the study of Grammar, an interest is best maintained by requiring copious written examples. These may, at first, consist only of the parts of speech; but they will soon be taking their first lessons in Composition, though probably without being aware that they are pursuing a study that is so

generally distasteful to the young. Do not enlighten them upon the subject at present. As they advance, repeat to them (it would lose half its interest if read, instead of repeated,) some interesting anecdote with a good moral, and require them to write it from recollection, and present it at the next recitation. As soon as they can parse a few words, give them a sentence or phrase upon the blackboard, to be parsed on the succeeding day. This method may be continued till they are able to parse from a text-book. If this course is pursued, we are confident that there will be no lack of interest among boys or girls, and no need of resorting to various methods, such as choosing sides, to excite emulation, as they will study from the love of it, which is far the better motive.

A word upon Writing, and I have done. Some would not have children learn to write before they are ten or twelve years of age. Much is lost by this delay, and it is doubted whether anything is gained. We have seen children who commenced writing before they were eight years of age, and who, before they were ten, could write a page of which a young lady of eighteen need not be ashamed. And has not such a child a decided advantage in learning spelling, composition, &c., over one who never handles a pen till twelve years of age? Sometimes a child becomes so much interested in writing, as to be reluctant to leave it at the given time. If possible, take advantage of such stimulus, taking care that the energies be not too much exhausted. It will be found that more improvement may be made in one hour at such times, than in many hours when the task is reluctantly performed.

If more has here been said of thoroughness and correctness, than of ease, in methods of instruction, it is because it is believed that no method will in the end prove easy, that does not combine these two essential requisites.

THE CULTURE OF IMAGINATION.

BY REV. JAMES PYCROFT, B. A., TRINITY COLLEGE, OXFORD.

IMAGINATION is to the mind what moral sense is to the heart. Without moral sense, mere reason and cold calculations of expediency might rudely join the members of society together, but would never nicely articulate or cement them. The present would owe no duty to the future, no allegiance to the past; man would forget that he held all worldly things on the noblest feudal tenure, for the homage and service of the Lord of all. Every generation, literally "*nati consumere fruges*," would greedily devour the crops, not generously improve the soil. So, without

imagination, reason might show abstract proprieties, but it never would temper the "*utile dulci*," the useful with the attractive :

"Non satis est pulcra esse poemata dulcia suntu."

It might show us the fair proportions, but not the loveliness of nature ; it might assert, for instance, the benefit of a home, but it would not furnish the thousand silken ties, that law of moral attraction that makes free men the willing serfs of their native soil. It would limit our thoughts to the present ; there would be nothing to make man blend in feeling and sympathy with those who had gone before him, nothing to ensure his harmony with those who should come after. All the monuments of by-gone days, whether raised by the devotion and gratitude of man, or wildly strowed by nature, as landmarks of the plain or bulwarks of the ocean, would speak to cold and senseless hearts ; they would cease to aid the unison of a nation's sentiments, by touching the same chords in the breasts of all ; and, to have walked in the same deep solitudes, to have shuddered at the same chasms, to have felt the spray and been deafened by the roar of the same cataracts, — all these incidents would cease to add the slightest charm to the sympathy of man for man.

Such being the reality, and such the sphere of the imaginative powers, how are we to cultivate them ?

All exercise of the imagination is not calculated either to please or to improve us. The pleasure of Taste, or of the perception of the Beautiful or the Sublime, I consider has been abundantly proved to result from the imagination when employed only about objects capable of suggesting emotions or affections, as pity, terror, awe, cheerfulness. And since imagination only combines old forms and scenes in new arrangements, the first part of its culture will consist in storing the mind with matter for such combinations ; we may also call attention to peculiar objects calculated to produce the emotions of Taste, pointing out peculiar parts most suited to call up pleasing associations. This is precisely the part that the Poet performs ; he points out beauties in nature that we never saw before ; though we before felt a general effect from peculiar scenes, we never, without the Poet's aid perhaps, discerned the peculiar points from which it proceeded. By drawing more attention to these peculiarities, he increases the impression, and invests the scenes with new interest, from the associations with which he connects them. The Poet acts like a guide, to point out objects of pleasing interest ; and many a dull traveller has learned more from his guide-book than from his own observation. Just such a guide will a master of Taste be to his pupil in literature ; he may draw attention to cadence and to rhythm, and also to the power of similar sounds to cause similar emotions ; he will show what part

of a fine passage is the most effective, identify a similar cause with similar impression in other lines. Let him set before his pupil poetry expressive of tender feelings, of grief and pity, he will soon teach the suitableness of sound to sense, and of the sense to one class of emotions; the pupil will also learn to analyze and see the points of resemblance in the several passages. Let him practise the same with a heroic or a cheerful strain, and, according to the peculiar temperament of the pupil, he will call forth a sensibility to the charms of each. You cannot create a taste, but you may draw one forth. Natural sense is insufficient for the true worship even of the works of God; we want the revelation of science to add authority and completion. From Education we seek not only a shrewd and subtle mind, but an *understanding heart*. This even heathen wisdom knew, and taught, that this taste for right grows from habituation to right things; as it does, of an insufficient kind and in a very small extent. So also accustom youth to those subjects which pass current with the man of literary taste, and you will develop the understanding of the mind, that is, the feeling, the intellectual as well as the moral taste. Paley reminds us of the merciful arrangement that alone forbids every note in the grove to be discord to the ear, every leaf to be dazzling to the eye; he might have added the merciful permission that man enjoys to bring the delicate feelings, to which these organs are mere ministers, more nearly in unison and harmony with the subdued tints and blending lines of the landscape and the mellowed music of the vocal grove; he might have added the yet nobler privilege of so storing the mind with a knowledge of all the subtle links in the slender chain connecting moral effects with physical causes, that these objects can call forth the imagination to soar into a sphere far beyond the scope of reasoning, and remind us of our dependence on the God who made them all.

On this branch of education an extract from the *Biographia Literaria*, of Coleridge, will be most in conformity with my rule of preferring experience to speculation. The master to whom allusion is made was the Rev. James Bowyer, many years Head Master of Christ's Hospital.

"At school I enjoyed the inestimable advantage of a very sensible, though at the same time, a very severe master. He early moulded my taste to the preference of Demosthenes to Cicero, of Homer and Theocritus to Virgil, and again of Virgil to Ovid; he habituated me to compare Lucretius, (in such extracts as I then read,) Terence, and, above all, the chaster poems of Catullus, not only with the Roman poets of the (so called) silver and brazen ages, but even those of the Augustan era; and, on grounds of plain sense and universal logic, to see and assert the superiority of the former, in the truth and nativeness both

of their thoughts and diction. At the same time we were studying the Greek tragic poets he made us read Shakspeare and Milton as lessons, and they were the lessons, too, which required most time and trouble to *bring up*, so as to escape his censure. I learned from him that poetry, even that of the loftiest, and seemingly that of the wildest odes, had a logic of its own, as severe as that of science, and more difficult, because more subtle, more complex, and dependent on more fugitive causes. 'In the truly great poets,' he would say, 'there is a reason assignable, not only for every word, but for the position of every word.' And I well remember that, availing himself of the synonymes to the Homer of Didymus, he made us attempt to show, with regard to each, *why* it would not have answered the same purpose, and *wherein* consisted the peculiar fitness of the word in the original text.

"In our own English compositions (at least for the last three years of our school education) he showed no mercy to phrase, metaphor, or image, unsupported by a sound sense, or where the same sense might have been conveyed with equal force or dignity in plainer words. Lute, harp, lyre, muse, muses, and inspirations, Pegasus, Parnassus, and Hippocrene, were all an abomination to him. In fancy I can almost hear him now, exclaiming '*Harp? harp? lyre? pen and ink, boy, you mean! Muse, boy, muse? your nurse's daughter you mean! Pierian spring? oh! ay! the cloister pump, I suppose!*' Nay, certain introductions, similes, and examples, were placed by name on a list of interdictions. Among the similes there was, I remember, that of the Manchineal fruit, as suiting equally well with too many subjects, in which, however, it yielded the palm at once to the example of Alexander and Clytus, which was equally good and apt, whatever might be the theme. Was it ambition? Alexander and Clytus! Flattery? Alexander and Clytus! Anger, drunkenness, pride, friendship, ingratitude, late repentance? Still, still, Alexander and Clytus. At length the praises of agriculture having been exemplified in the sagacious observation that had Alexander been holding the plough he would not have run his Clytus friend through with a spear, this tried and serviceable old friend was banished by public edict, in '*secula seculorum.*'"

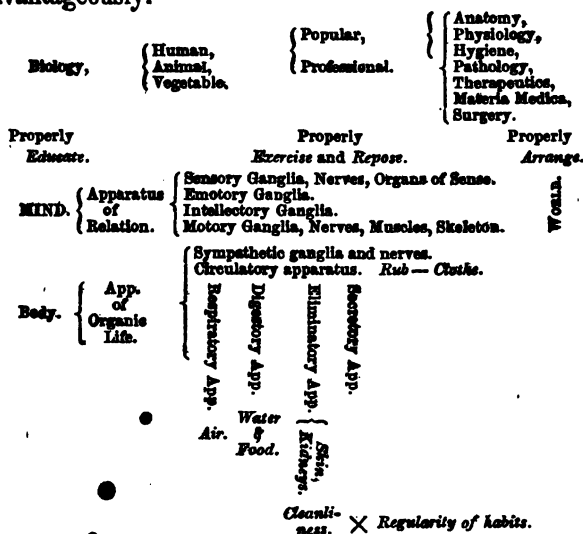
Dr. Bowyer was evidently a master worthy such a pupil, and exemplifies my position *that the book or the subject of a boy's study depends for its character and for its effect almost entirely on the master.* "It is the command which he obtains, the confidence which he inspires, the relative importance which he attaches to the different branches of study; his own taste, feeling, judgment, which are reflected in the answering mirrors of the young minds around him. In him resides the power of convert-

ing the dry and irksome task into an exercise of the imagination, of the memory, and of the reason, cheerfully and emulatively, instead of heavily and reluctantly performed."

SCIENCE OF POPULAR HUMAN BIOLOGY.

BY DR. LAMBERT.

Its philosophy, utility, and the method of teaching it most advantageously.



I. THE PROPRIETY OF THE NAME.

Biology, (*bios*, life; *logos*, a discourse,) as the derivation signifies, is the name of that department of science which treats upon life. Things which exhibit it may be arranged under three heads: Vegetable, Animal, and Human. The last class may be considered under seven sub-divisions. But the study of four is of special utility to the professional man only, while of the third a complete, and of the first two a limited knowledge is essential to the highest welfare of any person. They may therefore be appropriately called popular. By observations and experiments science gathers facts, then compares them and deduces inferences, thereby determining what results will be produced under given circumstances, and how to modify circumstances so as to produce desirable results.

It follows that each word of the above caption is a nucleus of several important ideas, and that the entire caption is a precise

and proper name for that study which investigates the best means to be taken for preserving the body in such a state, or producing such a condition of its parts that it can be used most desirably, viz.: for improving and developing the mind to the highest possible degree.

II. ITS PHILOSOPHY.

Whatever surrounds a person the French have named the "*Milieu*." The *World* will sound more familiar to American ears. Through six inlets, called organs of sense, the world acts upon the sensory nerves, which internally connect with certain parts of the brain, called sensory ganglia, through which the mind is acted on and sensations are produced. (See tableau.) It is not necessary to enter into a metaphysical discussion, and though anatomy cannot yet define their limits, the reader will for the present purpose have no objections to granting that there are sensory, emotory, intellectory, and motory ganglia composing the brain, and that the mind is directly or indirectly associated with all these. All volition has its source in the mind, and is exhibited outwardly to or upon the world by means of the motory ganglia, nerves, muscles, and the skeleton, which collectively may therefore be called motory apparatus. All these parts which have been mentioned, of the body, viz.: sensory, emotory, intellectory, and motory app. may be grouped together and called grand app. of relation, since they establish a relation between the world and mind. Thus is formed a complete circle, of which the mind and world are the poles, and the apparatus of relation, the channels through which influences are constantly exerted, constantly flowing round. That these influences may be favorable, it is evident that the mind must be properly educated, the apparatus of relation properly exercised and reposed, and the world properly arranged. One cannot be done without the others are. Directions are put down accordingly in the tableau above. Mind — app. of R. and World.

Again. It is desirable to have the app. of R. *kept* in a good condition, viz.: in repair, and at a proper temperature. Hence a circulatory app. will be required, and to best accomplish its functions it must be rubbed and clothed properly. To form the circulating fluid a respiratory app. must be connected with the circulatory app. and supplied with plenty of pure, cool and moist air; also a digestory app. which must be supplied with proper water and food, while to remove any useless substance from the blood, eliminatory app. will be necessary, and as the skin is part of it, cleanliness must be observed. To work any changes in the blood, and to form from it any lubricating or digestive fluids, a secretory apparatus is essential.

But it is worthy of note that the activity of the circulatory app. and that of relation should be harmonious. They must therefore be connected, as is represented by the sympathetic ganglia and nerves.

As all these kinds of apparatus serve to organize the body and preserve it, they may be properly grouped, and called the grand apparatus of Organic Life, which, added to that of Relation, form the body. Thus by a glance of the eye, the use, relation, and dependence of all parts are seen, and the Italics give hygienic hints, to wit: Properly 1. Educate the Mind. 2. Exercise and repose app. of R. 3. Rub and clothe the body. 4. Pay attention to. 5. Air. 6. Water and food. 7. Cleanliness and regularity of habits.

Of course, each nucleus of the above tableau might be expanded and form a tableau by itself, but the object in this case was, instead of expanding, to condense to the utmost possible degree, and present to the mature mind the whole matter in, as it were, a nutshell, so that each word should be a chapter, and the half a page an entire volume. ●

III. ITS UTILITY.

What is commonly called Physiology, sometimes Hygiene, more properly Anatomy, Physiology, and Hygiene, and rightly, the Science of Popular Human Biology, has usually been thought valuable chiefly in respect to health. But the teachings of hygienic science may be more useful to those who do, than to those who do not possess health. Or, if according to its derivation, Hygiene shall be strictly limited to what pertains to health, some other term must be invented to cover the ground over which it seems desirable to extend the application of Hygiene. What we desire to know, is not only how to preserve health, which is the less, a means not an end, but also, which is the greater, and includes the less, how to treat the body in such a way that it shall be best adapted for use. What use? The improvement and proper development of the mind. For what purpose? To enjoy the reciprocal action of the mind, body and world, and day by day increase and satisfy our capacity for enjoyment, and also make ourselves the useful and active cause of happiness in others.

To attain such important objects, it is essential that every person understand the relations of the mind and world through the apparatus of Relation, and how to properly exercise and repose it; the reciprocal relations between it and the circulatory apparatus, and the importance of properly rubbing and clothing the body. The relations of air, water, food and cleanliness to all the tissues, must be clearly perceived, and also the reciprocal rela-

tions between the respiratory, digestory, eliminatory and secretory apparatus, and all parts of the body, and also the mind and world.

It will then be seen, that not only the mind and whole body, but the whole world has been constituted with reference to the development of mind, not the mind of each individual merely, but that of the race ; that its education is constantly going on, either well or badly ; that character, not reputation should be the object, and that the most and only really profitable investment of time and money, is made in that instruction which leads the mind into the best methods of education.

The views commonly entertained in respect to Hygiene should therefore be expanded, and it should be promoted to the exalted position which it can and ought to occupy ; especially because many of its practical instructions can be made so intelligible, so interesting, and so impressive to the young, and for its disciplinary effect. What study can be pursued that will more naturally educate the mind, and exercise the nervous system, than biological science ? Where are generalization and systematization more perfect than in Biology ? Littré very properly terms it "the science of generalization, as chemistry is of nomenclature." Indeed, the world of sciences may be challenged to produce such a beautiful and complete classification, as that exhibited by the tableau at the head of this article. Every word and collocation is full of meaning, and if the mind is analytically and synthetically led through the arrangement there presented, there cannot be a mere mixing of words in the memory from which they will soon subside, but, as it were, a chemical union of ideas with the mind, which will retain them permanently. It is also through Biology, as the link connecting with mental science, that that great generalization which includes everything, and gives to whatever can influence man, an intense meaning, can be completed.*

If it be denied that a child can understand the great philosophical truths of Biology, it should certainly be made a part of every thorough course of study and discipline. The study of languages and mathematics very favorably affects the mind, indeed is essential to its perfection ; but whoever is wholly wrapped in the first, and closes his studies with them, is merely a dry anatomy, while he who understands only mathematics, is truly represented by a triangle ; and he who thinks out his metaphysics without a good knowledge of Biology, is an uninteresting, in-

* The outline of this great generalization is clearly surveyed, but whether the great work of exhibiting it lucidly, can be accomplished in a lifetime, is to be determined. It matters little ; the period of mental history has arrived when, as is the case with inventions, if it be not done by one, it soon will be by another. Then will geography, history, and all the sciences conspire to prove that the Creator has made nature conducive to the highest development and progress of mind, and all sciences will consider it their especial honor that they culminate in mental science.

comprehensible abstraction ; and the historian who studies or writes, without regard to the philosophy of history, is but a table of dates and statistics. He who is familiar with all these studies, and with physics, must of course be a fine scholar, but even in his well-stored mind, by the study of Biological science, he will find developed certain desirable qualities, a certain richness, which cannot be derived from any other source. Languages and Mathematics are the stable rocks underlaying the whole, Physics form the subsoil, while History and Biological Science add a rich garden mould from which when thus nourished and sustained, spring up the various departments of Mental Science, flourishing in full luxuriance, and yielding an abundance of satisfactory fruit.

IV. METHOD OF TEACHING IT.

This should be chosen with a view to inspiring the teacher and taught with enthusiasm, and with due reference to the object of all education, the specific practical objects of Biology, the capacity and maturity of the pupil's mind, the means for illustrating the subject, and the time of both teacher and pupil which can be devoted to it.

The revolution already commenced in the opinions of teachers in respect to the comparative value of anatomy to the general student, must be completed before they will be most successful. The details of Anatomy are essential to the professional student ; so are many technical terms ; but they encumber the memory of the general student, oftentimes to the exclusion of useful-truths. He only requires an outline, with a fuller view of Physiology. Some technical terms are necessary for his use, but as far as possible, they should suggest a use, or structure of relation, and thus serve a double purpose. It is wonderful how much a proper nomenclature facilitates the acquisition of knowledge. The fruits of Popular Human Biology are to be found in its practical Hygienic truths, its generalizations, and in the why and wherefore of things which, properly pursued, it will constantly exhibit.

The time of both teacher and scholar is usually quite limited. But fortunately the important truths of Biology can be graphically and concisely presented. It is therefore admirably adapted to fill up any spare time of the teacher and scholar, and to be taught orally in a reading-class, or as a text-book recitation, as it can be expanded to any degree by introducing the details of Physiology and Anatomy, and by illustrations, or condensed by omitting them.

If the pupils are young, or the time very limited, or economy in the purchase of books an object, a lecture or conversation or comments on the practical truths read from a book will be the

best mode of teaching, illustrations being made upon the board with white or colored crayons ; or plates, parts of animals, a skeleton, &c., can be used, as circumstances permit.

If more time can be used, a reading exercise may be made, once a week or every day, by the teacher, or by the scholars of a class or the school, either to a class or the school, with comments and illustrations. Some good judges think this is the best way to teach Biology in most cases, since, as has been found true in teaching history, the student acquires a knowledge of the general principles and practical truths, without occupying much of the teacher's time, or irksomeness to himself. Whether this or the more detailed course of recitations be adopted, it will be very useful for the teacher to give lectures occasionally, and group the topics previously discussed, and present them in new views, and with the use of varied forms of expression, and illustrate them from his own resources.

Whatever be the time allowed, the great secret of success depends chiefly on adopting such a natural method that the relation of cause and effect shall be constantly exhibited. What is called Physical Geography does this, and inspires the student with zeal. It is the secret charm of the Philosophy of History. It has given to Paley's Theology a world-wide renown. A purpose should be constantly seen before a part or function is described. An improvement upon even Paley is to show what ought to be, before we show what is. A double pleasure then awaits the student, and he easily remembers what he learns, since the ideas, as it were, flow into and suggest each other, and group themselves suggestively.

A glance at the tableau shows that there are several points in the circle of organs at which we may commence and go round by connected steps. In the present state of the science it is not for any one to dictate where it is absolutely best to commence, or if any way is *the* way in all cases. It would be fortunate for the science, for the scholar, and for teachers, if they felt as much at home in discussing biological as mathematical questions. The importance of Biology demands that they enter upon a course of investigation, experiments, and discussions which shall bring out the truth. Let them attack any absurdity or crudity in a physiology as they would an arithmetical error, not being abashed by the M. D., or any other fardel which adorns the title, for as much ignorance, pretension, and quackery has been exhibited in the popular as in the professional departments of Biology. It is sufficient for the present purpose to impress the reader with the idea that there is a plan, a method, that the topics should not be arranged promiscuously, but according to their natural relation. The following remarks therefore are merely suggestions, and not dictations.

As an animal merely eats to live, and lives to eat, his whole body is constituted subservient to nutrition and excretion, growth, development, (physical) and reproduction, and his apparatus of relation is secondary, and that of Organic Life, primary. If we begin with nutrition and excretion, and go through the Organic apparatus to that of relation, we shall be able to account for everything we find. But in man, nutrition, excretion, and his whole physical system are subservient to mental development; his organic apparatus is therefore secondary, and that of relation primary. If we commence with the mind we may observe what is necessary that it may receive influences from, and exert them upon the world. This is the most philosophical course, and adapted to the mature mind. Again, we might begin with the world and go in through the sensory apparatus till we find the mind necessary, and then go out through the motory apparatus to the world. This course, with simple, apt, and amusing practical illustrations, is well adapted to interest and instruct the young, and may, in almost any case, with profit precede the former course. And again, we may begin with the skeleton; build it up, clothe it with muscles, add the nervous system and organs of sense, and thus complete the apparatus of Relation. This course is well adapted for details after a general view of the whole body has been taken. Some prefer to begin in this way, thus considering first what it is, what it is for, and then why it ought to be so.

But each organ depends for its character not only on its form and size, but on the properties of the tissues which compose it. As there are but few tissues common or general to many organs, a consideration of the composition of these tissues and their properties, comes under a head called general or textural anatomy, physiology and hygiene, to distinguish it from that higher description of organs and apparatus called special anatomy, physiology and hygiene. Some prefer to blend the description of the tissues with that of the organs where they are formed, though they are usually considered by themselves. A general view of them is necessary before we enter upon the apparatus of Organic Life, for in addition to the special properties of the tissues, (e. g. contractility of muscular tissues, the elasticity of cartilage,) which adapt them to form organs, they have common property by which they keep themselves in good condition, viz.: absorption, nutrition, excretion, expulsion, and also growth, development, and reproduction. To serve nutrition and excretion, circulation must be established, viz.: to distribute the nutritive substance and remove that which the tissues cast off.

Thus we enter upon the app. of Organic Life by way of the circulatory. We may now examine the connectory or sympa-

thetic branch of the nervous system, or postpone its consideration. It makes apparently but little difference whether we consider the respiratory, digestive, or eliminatory next. They are all appendages of the circulatory. The respiratory has been partially considered under the head of motory app. The secretory should be superadded, as its meaning can then be best understood. Considering the body in this way, its proper hygienic treatment will necessarily be suggested, and nothing seems more important than to consider the hygienic truths in immediate connection with the ideas which suggest them. Before a popular audience they must be reserved for the last part of the evening, as they are the most interesting, and the less interesting anatomy must be introduced when the audience is fresh, and physiology must occupy the middle of the lecture.

The experience of the writer seems to show that the best plan for interesting and instructing an ordinary class is, to first set forth the value of education. Second, illustrate the meaning of the term, Science of Popular Human Biology, and show its relation to other departments of science, its divisions, and in a general, amusing, and practical way, illustrate their value as studies. Third, take a general, inductive survey of man according to the plan above shown, first going from the world to the mind, and round again if the pupils are young and inexperienced in correct modes of thinking, and exhibit conspicuously the practical points. If time would permit only a general view, it would be well, if possible, to introduce some details in connection with certain parts; for instance, the spinal column and chest, which are subject to deformities, and in connection with food, air, &c. If this were done it would be as much as most students would require, and fully balance their proficiency in other studies. To do so much will require but a little time, and if the scholar well understands it, he will have more practical anatomy, physiology and hygiene than one in five hundred of so-called medical men. If more time was allowed, it would be well to synthetically build up the body, beginning with, 1st. Chemical Elements, simple and compound; 2d. Anatomical Elements, simple and compound; 3d. Tissues and Humors, simple and compound; 4th. Systems, which are collective tissues; and 5th. Observe how organs are formed from tissues; 6th. Observe the chemical character of food, water, air, heat, light, electricity. Then having learned how to form organs, go on, and more or less in detail as time or inclination permits, study the bones and group them; muscles, nervous organs, and organs of sense in their order, and group them. Then pass to the details of the heart, arteries, &c; the lungs and respiration; the stomach, liver, &c.; the kidneys and skin, and group them all. Then conclude by a review of the general survey. But this plan may

not be the best, or may be modified. Let us have the matter discussed, always remembering that best of all the good sayings of Dr. Nott, "To please is the first step towards instruction."

THE MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Tenth Annual Session of this Association was held in Northampton, on Monday and Tuesday, the 27th and 28th of November, 1854.

MONDAY, P. M.

The Association assembled in the Lecture Room of the Edwards Church, at 3 o'clock, and the meeting was called to order by the President, Mr. Josiah A. Stearns, of Boston. Prayer was offered by Rev. Dr. Allen, of Northampton.

The Report of the Secretary having been read, a Committee of three, consisting of Messrs. Parish, of Springfield, Kneeland, of Roxbury, and Hammond, of Groton, were appointed to receive the names of such ladies as wished to be accommodated with board in private families.

On motion of Mr. Snow, of Dorchester, voted that a Committee consisting of one for each county, be appointed by nomination at large, to report a list of officers for the ensuing year. Messrs. Snow of Norfolk, Page of Suffolk, Cowles of Essex, Smith of Middlesex, Gage of Bristol, Hervey for Nantucket and Dukes, Blake of Barnstable, Bruce of Franklin, Stone of Worcester, Wilson for Plymouth, Wells for Berkshire, Parish of Hampden, and Mitchell of Hampshire, were appointed.

On motion of the Secretary, Mr. W. L. Gage, of Taunton, was appointed as Associate Secretary.

The Treasurer, Mr. Benj. W. Putnam, of Boston, read his report, which was accepted and referred to Mr. Kneeland, of Roxbury, as Auditor.

The appointment of a Committee of Editors for the ensuing year, was referred to the Board of Directors for 1855.

Mr. Kneeland, Chairman of the Committee on Seal, reported that the Committee had attended to the duty assigned, and had procured a seal and the proper implements for the use of the Secretary in stamping the documents of the Association. His report was accepted, and the Seal adopted as the Seal of the Association.

Mr. Wells, of Westfield, called up his motion to amend the Constitution so as to make provision for the election of Honorary members, and on his motion it was *Voted*, that the Secretary be instructed to insert in a suitable place in the Constitution, the following clause, to wit :

Any person may, on the nomination of the Board of Directors, be elected an Honorary member of this Association.

Mr. Hammond, of Groton, called up the motion to amend the Constitution so that the place of meetings may be left discretionary with the Board of Directors, and on motion of Mr. Kneeland, this, and all other amendments to the Constitution, were referred to a Special Committee, to report as soon as expedient. The Chair appointed on this Committee, Messrs. Hammond of Groton, and Kneeland of Roxbury.

The Auditing Committee reported the accounts of the Treasurer as correct.

The Association then adjourned to meet in the Town Hall, at 7 o'clock.

EVENING SESSION.

The meeting was opened with prayer from Rev. Dr. Allen, of Northampton.

On motion of Mr. Kneeland, voted the action of the By-Laws be, for the present, suspended, and referred to the Board of Directors to decide as to what is to become the action of the Association, and to report at the next meeting.

Mr. Page, of Boston, moved that ten o'clock of Tuesday be the hour assigned as the time for reading the report of the Committee on Prize Essays, that after said report, the envelopes containing the names of the successful candidates be opened, and the successful essays be read.

A debate arose on the propriety and expediency of reading the essays, Messrs. Wells, Parish, Hagar and Hammond in the affirmative, Messrs. Smith and Kneeland in the negative. Mr. Hagar approved of reading the report this evening, and Mr. Hammond moved to amend the original motion to that effect; Mr. Hammond's motion was laid upon the table, to be resumed after the lecture.

Rev. J. P. Cowles, of Ipswich, then delivered a lecture on "Fallacies in Education."

After which, Mr. Hammond's motion to read the report of the Committee on Prize Essays was taken from the table, and the amendment passed.

The Report of the Committee on Prize Essays was then read, and accepted, and on motion of Mr. Kneeland, unanimously adopted.

The sealed envelopes were then, by the direction of the Association, opened, and the names of the successful competitors read, as follows: Miss Almira Seymour, of Boston, and Miss Betsey L. Adams, of Rockville, as successful in obtaining prizes of \$15.00, and Miss Sarah E. Wiggin, of Boston, a second prize of \$10.00.

Mr. Parish then renewed the motion to read the essays, and with Mr. Cowles, of Ipswich, spoke in favor of said motion, Messrs. Kneeland and Smith in the negative. The question was then taken and decided in the negative.

A discussion ensued upon the relative powers of the male and female intellect, one of the topics discussed by the lecturer, in which Messrs. Parish of Springfield, Prof. Crosby of Boston, Smith of Cambridge, Wells of Westfield, Cowles of Ipswich, Dr. Allen of Northampton, Hagar of West Roxbury, W. H. Ranney of Wilmington, Vt., and D. B. Tower of Boston, participated.

On motion of Mr. Hammond the debate was suspended, and the Association adjourned to meet at 9 o'clock on Tuesday.

TUESDAY, A. M.

At 9 o'clock the Association reassembled and was called to order, the President in the chair. The report of yesterday's proceedings was called for, and read.

Mr. Stearns, of Framingham, called up the question of "School Supervision." The discussion upon this question was opened by Prof. Crosby, and remarks were made by Mr. L. Newell, of Holyoke. The debate, on motion of the Secretary, was suspended, and the report of the Committee on Nomination of Officers being in order was called for, and read by the Chairman, Mr. Snow of Dorchester.

The Committee on the Publication of the "Transactions," reported progress, and recommended the publication of another volume of the Transactions. The report of the Committee was accepted, and they were instructed to issue a second volume of the Transactions without delay.

Mr. Hammond, of Groton, from the Committee on amendments to the Constitution, reported three propositions as in order for final decision.

1st. To strike out of the 5th article the words "and notice shall be given at the previous meeting."

2d. To strike the word "male" out of the 2d article, so that any practical teacher may become a member of the Association.

3d. In article 6th, to strike out "with the President and Secretaries," so that all the officers of the Association shall constitute the Board of Directors.

It was Voted, to take up the propositions offered by the Committee in their order. The 1st Proposition, on motion of Mr. Cowles, was adopted.

The 2d Proposition was then in order. Mr. Stearns, of Framingham, moved that its consideration be postponed until

afternoon. Mr. Hammond moved to amend Mr. Stearns's motion, so that the proposition should be *indefinitely* postponed, which amendment was passed. After much discussion on points of order, the vote to indefinitely postpone was rescinded. Mr. Hammond then withdrew his motion to indefinitely postpone, offered as an amendment to Mr. Stearns's motion, and Mr. Stearns withdrew the original motion, and moved the adoption of the amendment to the Constitution, proposed by Mr. Peirce, of West Newton. After much debate upon the merits of the question, in which Messrs. Stearns, Smith, Leach, and Prof. Crosby participated, it was decided in the negative by nearly a unanimous vote. Mr. Capron, of Worcester, moved to reconsider, and his motion was negatived.

The following amendment to the Constitution, to wit:—"All practical female teachers in this Commonwealth, who shall sign the Constitution, shall become honorary members of this Association," after discussion by Messrs. Stearns, Babcock, of Newton, and Strong, of Springfield, Goldthwaite, of Westfield, and Kneeland, of Dorchester, was unanimously passed.

The 3d Proposition, after remarks in opposition to it by Messrs. Hammond and Stearns, was indefinitely postponed.

It was then *Voted*, that the amendments as passed should be incorporated with the Constitution.

The debate on "School Superintendence" was then resumed, and after remarks by Messrs. Leach, of Roxbury, Newell, of Holyoke, Tower, of Boston, Hagar, of West Roxbury, and Smith, of Cambridge, the Association adjourned to meet at 2 o'clock, P. M.

AFTERNOON SESSION.

The Association met according to adjournment. The report of the forenoon's proceedings was read by the Secretary.

Mr. Wells, of Westfield, remarked upon the relation in which the "Massachusetts Teacher" stood with other educational journals in the United States, in regard to exchanges, and on his motion it was

Voted, That the Massachusetts Teachers' Association assume the expense of sending twelve copies of the "Massachusetts Teacher" to the editors of the New York Teacher, in exchange for the same number of copies of that journal;—the payment for the New York Teacher to commence with the number for October, 1854, and the exchanges for each year to be received by the editors of the Massachusetts Teacher for the same year.

Mr. Hagar referred to the debate on School Supervision, and offered the following Resolutions:

Resolved, That a committee of five be appointed to take into consideration the subject of School Supervision,—to consult

upon the subject with the friends of education throughout the State, and to report, at the next meeting of the Association, a plan of Supervision, which, in their opinion, will be more efficient and satisfactory than the one now in use.

Resolved, That the same committee also consider, and report upon, the expediency of applying to the Legislature for the enactment of a law providing for the appointment of State and County Boards of Examiners, who shall have power to examine candidates for teaching in our public schools, and to grant certificates of qualification to competent persons.

After remarks by Messrs. Leach, Strong, Kneeland and Hagar, these resolutions, on motion of Mr. Gage, were unanimously adopted.

Voted, That the committee to carry out the above resolutions be appointed by the Board of Directors for 1855.

The Association then proceeded to the election of officers for the ensuing year. The following gentlemen, constituting the nominated list, were unanimously chosen.

Josiah A. Stearns, of Boston, *President*.

Benjamin Greenleaf, of Bradford; George A. Walton, of Lawrence; George Newcomb, of North Chelsea; Caleb Emery, of Boston; Eben S. Stearns, of Framingham; C. C. Chase, of Lowell; Samuel W. King, of Lynn; D. B. Hagar, of West Roxbury; F. N. Blake, of Provincetown; C. B. Metcalf, of Worcester; Loring Lothrop, of Boston; P. B. Strong, of Springfield; William L. Gage, of Taunton; John Wilson, of Dedham, *Vice Presidents*.

J. E. Horr, of Brookline, *Corresponding Secretary*.

Charles J. Capen, of Dedham, *Recording Secretary*.

Benjamin W. Putnam, of Boston, *Treasurer*.

Charles Hammond, of Groton; Daniel Mansfield, of Cambridge; J. P. Cowles, of Ipswich; John Bachelder, of Lynn; Ebenezer Hervey, of New Bedford; George Allen, Jr., of Boston; A. M. Gay, of Charlestown; John Kneeland, of Roxbury; B. F. Tweed, of South Reading; James A. Page, of Boston; George Capron, of Worcester; E. Smith, of Cambridge, *Counsellors*.

Mr. Wells gave notice that he should, at the next annual meeting, renew the motion to amend the Constitution, so that the Vice Presidents shall be members of the Board of Directors.

A lecture was then delivered by Mr. Charles Hammond, of Groton; subject,—“The Relation of the Teacher to the Age.”

Letters from distinguished gentlemen, expressing their sympathy in the objects of the Association, and their desire to co-operate, were read by the Secretary. Among them were letters from President Walker, and Professors Peirce, Bowen, Child, Lane, and Chase, of Harvard University; Professors Agassiz

and Horsford, of the Lawrence Scientific School; President Stearns, and Professors Tyler and Jewett, of Amherst College; Rev. Mark Hopkins, of Williams College, and Dr. Oliver W. Holmes, of Boston. The most of these gentlemen desired to become members of the Association, and transmitted their admission fees.

The Association then adjourned.

EVENING SESSION.

The Association assembled at 7 o'clock. A debate on the subject, "Ought one Scholar to assist another in his Studies," was sustained for a short time, after which a lecture was delivered by Rev. F. D. Huntington, of Boston; subject,— "Unconscious Tuition."

A presentation to the Secretary by members of the Association, succeeded the lecture. The presentation address was made by Mr. W. L. Gage, of Taunton, and was couched in graceful language, and in expressions of warm personal friendship, which, however poorly deserved, will long be remembered by the recipient. The Secretary responded.

The following resolutions, offered by Elbridge Smith, Esq., Principal of the High School, Cambridge, were unanimously adopted. After which the Association adjourned to meet at such place and time as the Board of Directors should appoint.

CHAS. J. CAPEN, *Sec'y.*

RESOLUTIONS.

Resolved, That the thanks of this Association are due to the town of Northampton, and to the Edwards Church and Society, for the convenient accommodations afforded for the meetings of the Association; to the citizens of the town for the hospitalities which they have generously extended to the female teachers attending the sessions of this body; to the several Railroad Companies that have facilitated the attendance of teachers by the reduction of fares, and to the several newspapers that have gratuitously given notice of this meeting. To Dr. S. A. Fisk and Mr. Wm. W. Mitchell for their successful and valuable services in providing for the convenience and comfort of those in attendance on the meetings.

Resolved, That the thanks of this Association are due to the Rev. J. P. Cowles, of Ipswich, to the Rev. Charles Hammond, of Groton, and to the Rev. Frederick D. Huntington, of Boston, for their eloquent and instructive lectures delivered during the sittings of the Association.

Resolved, That the thanks of this Association are especially due to Charles J. Capen, Esq., of Dedham, for a long period

of *faithful* and *arduous* service as the Recording Secretary of this body; that whatever of pleasure and success have attended our annual meetings — whatever of ability and instruction have been found in the pages of the Massachusetts Teacher, and whatever of accuracy and good taste have been exhibited in the publication of the Transactions of the Association, are in an eminent degree due to his assiduous and scarcely intermitting labors.

REPORT OF THE PRIZE COMMITTEE FOR 1854.

The Committee appointed to examine the Essays and award the prizes which were offered by the Massachusetts Teachers' Association, have attended to their duty, and ask leave to present the following Report :

Twelve essays in all, three from the members of the Association, and nine from the female teachers of the State, were received by the Secretary, and submitted to the Committee for examination. They were then read by the Committee separately, and each member formed an independent opinion. Of the three submitted by the gentlemen, no one, in the estimation of a majority of the Committee, was deemed worthy of a prize.

Of the nine presented by the ladies, *three* were at once selected as the best, and were re-examined with much care. The Committee were unanimous in opinion that the *three* were decidedly meritorious productions, but were not equally agreed in regard to their *relative* merits. They were then submitted to three other gentlemen of practical talent and eminent literary ability, who also examined them separately and gave independent opinions, without knowing the views of a single member of the Committee. These gentlemen differed, likewise, in regard to the respective merits of the three essays, but agreed that they were all exceedingly creditable to the writers.

The Committee have, therefore, unanimously resolved to recommend :

That both prizes be awarded to the ladies; and that the amount, forty dollars, be divided in the following manner : a prize of *fifteen* dollars to the essay numbered 7, on The Motives to be urged in the business of Education; another of the same amount to number 3, on Easy Methods of Instruction, and one of *ten* dollars to number 9, on the same subject.

Respectfully submitted by the Committee.

DANIEL MANSFIELD,
ELBRIDGE SMITH,
BENJAMIN F. TWEED.

Unsuccessful Essays, with the envelopes unopened, will be returned to their respective authors, on application by them to Mr. Samuel Coolidge, Publisher of the "Massachusetts Teacher."

THE
MASSACHUSETTS TEACHER.

Vol. VIII, No. 2.] PARMENAS B. STRONG, EDITOR OF THIS NUMBER. [February, 1855.

DR. WHEWELL ON INTELLECTUAL EDUCATION.

WE have thought a good service would be rendered to the readers of the "Teacher," in directing their attention to the recent Tract of Dr. Whewell, on the "Influence of the History of Science upon Intellectual Education."

We propose to set forth in a general review, some of the principal points of this discourse, lately delivered before the Royal Institution of Great Britain, and which is one of a series of lectures recently given before that learned body, by some of the most distinguished thinkers and scholars of the present age.

A contribution to the literature of education is especially worthy of consideration, coming from one so eminent as the Master of Trinity College, — the author of the *Philosophy*, and the *History of the Inductive Sciences*, works of enduring worth, and the highest reputation. In all the departments of science and literature, no man of our times has a higher rank in the judgment of scholars, than the author* of this Lecture.

The Tract of Dr. Whewell on Education is especially worthy of the attention of American Teachers, at the present time, because he has furnished an opinion which has a bearing on questions of great moment, now earnestly discussed by teachers, in relation to what really constitutes true progress in the work of education; and the relation of the work of the teacher, to the work of the discoverer and inventor.

* The recent work on the "Plurality of Worlds," is supposed to be from the pen of Dr. Whewell.

The fact that the world has made advances in modern times, is fully recognized by the Lecturer, and the influence of changes in the modes of thinking and living, that have taken place, and are so rapidly going on, is admitted as a fact of the utmost consequence, in its bearings on all plans and efforts to cultivate the intellect of the rising and coming generations, as they advance to take their place in a world all but re-created by the mighty energies which the physical sciences have given to mankind.

He starts with the proposition, that the intellectual achievements of great men at the various epochs of the world's history, will be productive of results "upon all those persons in the next succeeding generations, who have aimed to obtain for themselves, or for their children, the highest culture and the best discipline of which man's intellectual faculties are capable."

"I wish to show," he says, "that this influence has been so great, that its results constitute at this day the whole of our intellectual education; that in virtue of this influence, intellectual education has been, for those who avail themselves of the means which time has accumulated, progressive; that our intellectual education, now, to be worthy of the time, ought to include in its compass, elements contributed to it in every one of the great epochs of mental energy which the world has seen; that in this respect most especially, we are, if we know how to use our advantages, inheritors of the wealth of the richest times; strong in the power of all the giants of all ages; placed on the summit of an edifice which thirty centuries have been employed in building."

In the wide survey made of the results of what has been wrought out by the human intellect, in different periods of the world, results which now have all become *means* of intellectual culture, he leads us irresistibly to the conclusion that the history of the past ages, even of the early ages, is not a blank in the history of education.

He shows that some of the greatest problems in the science of intellectual development were studied by the ancient philosophers, and that the treasures of antiquity are rich in the records of what was taught by the ancient sages to their disciples.

Dr. Whewell considers the attempt made by Socrates and Plato, for the intellectual improvement of their countrymen, as the first great epoch in intellectual education:

He says that previous to the time of these philosophers the more affluent classes of the Athenians, "must have had an education in a very considerable degree, elaborate, and large, and elevated in its promises." These teachers of the Athenians are thus described by the learned Lecturer.

"The persons by whom education in its highest departments was conducted,—the teachers whom Socrates and Plato perseveringly opposed, have been habitually called the SOPHISTS; because, though at the time their ascendancy was immense, in the course of ages Plato's writings have superseded theirs, and he so describes them. But it has been shown recently in the most luminous and striking manner, by one among ourselves, that the education which these teachers professed to give and frequently gave, was precisely what we commonly mean by a *good education*.

"It was an education enabling a young man to write well, speak well, and act efficiently on all ordinary occasions, public and private. The moral doctrines which they taught, even according to the most unfavorable representation of them, were no more than the moral doctrines which are most commonly taught among ourselves at the present day,—the morality founded upon utility; but many of them repudiated this doctrine as sordid and narrow, and professed higher principles, which they delivered in graceful literary forms, some of which are still extant in the books which we put into the hands of the young.

"Such were the Sophists against whom Socrates and Plato carried on their warfare. And why did Socrates and Plato contend against these teachers? and how was it that they contended so successfully that the sympathy of all posterity has been with them in their opposition?

"It was because Socrates and Plato sought for solid principles in this specious teaching, and found none.

"It was because, while these professors of speaking well and acting well, imparted their precepts to their pupils, and exemplified them by their practice, they could not bear the keen cross-questioning of Socrates when he tried to make them tell what it was to *speak well* and to *act well*; they could not tell Plato what was that 'First Good, First Perfect, and First Fair,' from which everything else derived goodness, beauty, and perfection.

"Socrates and Plato were not content with illustrations, they asked for principles; they were not content with rhetoric, they wanted demonstration; it was not enough for them that these men taught the young Athenian to *persuade* others, they wanted to have him *know*, and to know *what he knew*.

"These were the demands that recur again and again in the Platonic Dialogues. This is the tendency of all the trains of irresistible logic, which are put into the mouth of Plato's imaginary Socrates. *What do we know? How do we know it? By what reasoning? From what principles?*"—Pages 8, 9, 10.

In order to meet the defects of the education of which the Sophists were masters, the most earnest efforts were made to discover real and essential truth, and to teach what could be demonstrated. Hence the new impulse given to the exact sciences, and the introduction into Greece of the study of Geometry from Italy or Magna Grecia, where in secret societies Pythagoras had stealthily taught his doctrines, but which were first publicly taught in Greece, by Plato and his associates.

Of so much consequence did he deem the study of Geom-

etry, as introduction to the study of philosophy, that he wrote over the gate of the gardens of Academus—"Let no one enter here who is destitute of Geometry."

Thus was settled forever as a prime requisite of all sure intellectual progress, that the mind be first grounded in the knowledge of essential truth, and redeemed from the control of mere conjecture and opinion. Rarely have we seen the practical uses of this great advantage gained by the study of mathematical sciences, so clearly presented, as by Dr. Whewell, in the following passage.

"What was the need of Geometry for the disciples of Plato? What use was he to make of it? What inference was he to draw from it when they had it?"

"Precisely this inference; that there was a certain and solid truth, a knowledge which was not mere opinion; that man has powers by which such truth, such knowledge, such science, may be acquired; that therefore it ought to be sought not in Geometry alone, but in other subjects also; that since man can know certainly and clearly about straight and curved, in the world of space, he ought to know, he ought not to be content without knowing, — no less clearly and certainly, about right and wrong in the world of human action."—Page 13.

To the Greek philosophers then, are we indebted for those disciplinary studies, which have for their end, the teaching of what is essential TRUTH. The doctrine of the RIGHT or the JUST was the great end and aim of Roman education. This was comprehended in the science of Roman Jurisprudence. Dr. Whewell says "the Law of Rome was the main part of the education of the Roman youth;" and that the same study occupies most of the universities of Europe to this day. "The Roman law is still the main element of the liberal education of Italy, of Germany, of Greece, and in some degree, of France and Spain."

Dr. Whewell insists that a thorough training in elementary Geometry, and in general Jurisprudence, as these branches were studied in ancient times, would give an amount of intellectual discipline, which would be equal to that enjoyed by three-fourths of the young men in our own age of boasted light and educational advantages.

But with only that training which the *deductive* sciences of Geometry and Jurisprudence give, the education of ancient times was incomplete, and that of the moderns, also, to far too great an extent.

The want of the *inductive* processes is the great defect of the ancients. But if the inductive method is applied in a proper form and degree, it makes such a complement to the ancient processes, that with them there is developed a perfect theory of education; and the great fruits of the *inductive Philosophy* of

which Galileo, Descartes, Bacon and Newton were the founders, furnished the means of *inductive* training, as an indispensable part of all education, which shall meet the wants of the present and the coming ages. And therefore Dr. Whewell recommends the "exact and solid study" of some one of the natural sciences, as tending to produce results on the mind and character, of hardly less value than those which flow from the study of the ancient deductive sciences, which all the world always have, and always will deem essential.

Dr. Whewell dwells upon the importance of *exact* and *solid* knowledge in the natural sciences, with the greatest emphasis.

He would have it understood, that, in this department of knowledge, there is the widest distinction to be made between *real* learning, and that which is falsely so called; that in *science*, as well as in literature, there is danger of mere *verbal* knowledge, or in acquaintance with what is *said about* nature and her laws and operations; but which has but very little to do with the *real* knowledge of things, as they are.

In the conclusion of this Lecture Dr. Whewell has shown how it is that an imperfect knowledge of the natural sciences, and especially of the technical terms employed in them, become the means of delusion, when improperly employed, as they often are, by those who seek to build up under the name of science, what has no foundation but theory, and sometimes a very foolish imagination.

"There are," he says, "a number of scientific words current among us, which are applied with the most fantastical and wanton vagueness of meaning, or of no meaning.

"At all periods of science, probably, scientific terms are liable to this abuse, after scientific discoveries have brought them into notoriety, and before the diffusion of science has made their true meaning to be generally apprehended. The names indeed of *attraction*, *gravitation*, and the like, have probably now risen, in a great degree, out of this sphere of confusion and obscurity, in which any word may mean any thing.

"But there are words, belonging to sciences, which have more recently reached scientific dignity, which words, every one, pursuing fancies which are utterly out of the sphere of science, seems to think he may use just as he pleases.

"*Magnetism*, and *Electricity*, and the terms which belong to these sciences, are especially taken possession of, for such purposes, and applied in cases in which we know that the sciences from which the names are *conveyed* have not the smallest application.

"Is Animal Magnetism anything? Let those answer who think they can; but *we* know it is not *magnetism*. When I say *we*, I mean those who are in the habit of seeing in this place [the Royal Institution] the admirable exhibitions of what Magnetism is, with which you have long been familiar.

"And assuredly, on the same ground I may say, that you have been shown, and know what Electricity is, and what it can do, and what it cannot do, and what is not Electricity. And having had the opportunity of seeing this, you, at least, have so much of the culture of the intellect which inductive science supplies, as not to suppose that your words would have any meaning, if you were to say of any freak of fancy or will, shown in any bodily motion, or muscular action, that it is a *kind of Electricity*."

EASY METHODS OF INSTRUCTION.

BY MISS SARAH E. WIGGIN, OF CAMBRIDGE.

God has created a beautiful world, and is continually forming countless souls to dwell therein. The one great aim of education is to train these souls; to awaken and arouse them to a full knowledge of the strength and power within them, and to direct aright the operation of that force. Its great effects should be to root out the sin which so mars the beauty of the Creation, — to produce happy beings whose lives shall be true and pure, — and to enable each one of us to say, when the day of reckoning arrives, "Lord, thou deliveredst unto me two talents: behold, I have gained beside them, other two talents."

To accomplish this great end, the whole human nature is to be educated; and every human being should become both teacher and pupil to every nature with which he is placed in contact. It is not the physical man alone, neither is it the intellect chiefly that must be trained. The Father has given us hearts and souls as well as bodies and minds, and of the elements composing these, we are to make man as perfect as he is capable of becoming. If we fail to labor assiduously with this purpose in view, we bury our talents in the earth, rendering ourselves wicked and slothful servants.

To the teacher, technically speaking, is particularly assigned the training of that part of human nature called intellect; while too often to the child himself is left the care of the physical part, and to him who "finds some mischief still, for idle hands to do," the *moral* culture is given.

The *intellect* alone, however highly cultivated, does not make the man. Why then must the *intellect* be so diligently enriched and trimmed and digged about, while its associates are left to the weeds and brambles? Every good and faithful teacher, I doubt not, feels the pertinency of the question, and would gladly free himself from a certain sense of unfaithfulness which haunts him at times, on the subject. But *how* is it to be done?

The public school teacher is hired, and into his hands is given the charge of fifty, a hundred, or five hundred children, of various ages, capacities and acquirements. He is to work by a system for a given time, and *in* that time and *by* that system certain results must be produced. If these results fail to appear, — the *system* is *perfect*, there can be no flaw in *that*, — it is the *teacher* who is in fault, and his name and occupation are gone at once.

One must earn one's daily bread. If one would enjoy life's blessings, he must earn the wherewithal to purchase them; for they must be *bought*, and sometimes dearly too. In this way our schools too frequently become pieces of complicated mechanism; a sort of hand-organ, while we stand by, — passive agents turning the cranks. We have *too much mechanical system*, and *too little thinking*; too much chaining of the nobler faculties of heart and soul; too much binding of the intellect, and then forcing it to grind out continually its half-dozen tunes, and finally to wear itself out with grinding.

Let us arouse ourselves from this stupor. Let us free ourselves from this web of necessity in which so many of us are becoming entangled. Let us do what we can to *educate truly*, never fearing for results; and let the *motives* to be urged in influencing us, be the dignity of human nature; — the worth of souls.

To the female teachers of our land, is given generally, the *beginning* of the great work of education. As early as the child is old enough, he is sent to a Primary school; and as in this place we have nothing to say of family education, which, after all, is by far the most important, let us commence our acquaintance with him, on his introduction to that establishment. If parents have faithfully performed their duties, the teacher has but to build upon a foundation already firm; but I am sorry to say, in very many cases, a strong, though entirely false structure is first to be demolished, ere the true corner stone can be fairly laid.

It is very important that the Primary school be not too large. If a teacher would *really instruct* profitably what is given him in trust, his mind should not be overburdened with a multiplicity of care, — a perplexing conviction that he has more to do than he *can* do. Nevertheless, a person may do *some* good to many pupils, though he can do vastly *more* for a small number. In the first place, then, let the number of scholars assigned to one teacher, not exceed thirty or forty, that we may not be continually disheartened by the feeling that we *would* do our work faithfully, but we have not time.

Here then our task is before us. Thirty or forty little human beings, full of life and animation; and we are to

"waken" as is often said, "their slumbering energies." Oh no! these energies are not sleeping, even in the youngest child. They are all alive, all awake; only waiting for the time when he shall feel his own strength and power. We are to arouse within them a hungering and thirsting after knowledge, that shall never rest satisfied with a mediocrity of supply, but shall go on increasing in intensity, till it has swallowed up all of God's creative mind that humanity is capable of comprehending; and what mortal shall dare to limit those capabilities?

The teacher must awaken the child to a consciousness of the force of intellect that is in him, show him the importance of his own soul, make clear to him that the sources of happiness and misery are within his own heart, and endeavor with all his might, by advice, principles, precept, example and experience, to give the right direction to this wonderful mystery, the mind. When all this is accomplished, the pupil must educate himself, for good or evil.

It is an old and favorite similitude, — the likeness between a new-born child and a block of marble, or a stainless sheet of paper; but the similitude is imperfect. The teacher and the sculptor are *not* the same. The mind is *not* a senseless block, or a blank page. The sculptor may make what he *will*, out of inactive matter; the scribe may write his ideal upon a blank; but the teacher must mould to beauty and goodness a living reality which God himself has created, and which would, if left to the adverse influences that all minds must meet and buffet in this world, almost inevitably degenerate from its first estate to a hideous deformity.

Many will shrink back from this view, and say, "it is too much; we cannot." True, it is much, but let us ask ourselves seriously and earnestly, if it is not our duty? If it *is*, then "cannot" is no word to use in reference to it. "Try" will effect wonders.

What "easy methods" shall we use in commencing our labor? Through the senses the mind gains knowledge. One child may *see* actually very much more than another; but children should be *taught* to observe. This may be easily and pleasantly accomplished by interesting the pupil by the relation of simple facts concerning the world about us. Not at all in the *Gradgrind* way, by which a horse is a horse only in a useful and practical point of view, and there is no such thing as a *picture* of that animal of fact, — but by showing the relation between cause and effect, thus setting at work a spirit of investigation that will never die. As the mind becomes more mature it will commence some simple course of reasoning for itself, and this habit once formed, will grow with the mind's growth and strengthen with its strength.

It is often and truthfully asserted that it is almost impossible to make children, and particularly *young* children, *study their lessons*. Let us see if we cannot find a reason. A reading book is placed in the pupil's hand, and a page pointed out for him to study. Perhaps the teacher reads it aloud, that the child may have the benefit of hearing the hard words pronounced, and then the study hour commences. For a few minutes the child's eyes are fixed upon his book, and he *tries* to study. It is a sermon perhaps, or a philosophical essay, (for we find plenty such in many reading books), and the little mind, unable to comprehend the matter, turns from it with a dislike which soon ripens into an abhorrence to study that will be hard to overcome.

Let us have reading lessons that children can understand; good moral stories, pleasant, simple anecdotes, explanations of the nature of minerals, botanical and physiological truths, and plenty of extracts from such works as the "Rollo books;" these, together with the sweet hymns and songs which our language produces so bountifully, arranged in a reading book, would extract more study in a given time, than all the sermons and essays ever compiled between two covers could do.

Spelling may be best taught in the same way. Let the child clearly understand the meaning of the words he is required to spell, and the task will be an easy one. The progress may not be so rapid *apparently*, as that produced by some mechanical plan, but it will be *sure*, and what is once learned will never be forgotten.

We have text-books of Geography, with lessons of map questions and lessons descriptive. These are all very useful in their places, and *may be made* to do much good. But after all, when the pupil has committed to memory every answer to every question the book contains, if that be *all*, he is very little better or wiser than he was before. A teacher may ask set questions, and obtain set answers, day after day and year after year, till all our text-books are exhausted; but will that process *educate* a child? Surely not. Much more may be really learned in one hour's conversation between teacher and pupils, — in one hour's recitation, conducted with a purpose of making plain, and clear, and comprehensible, the subject matter, than by weeks of study from text-books alone, and mechanical repetitions.

Now again teachers will say, "We have not time." True, we need much more time than is given us, but we can still do *something*; let us do it in the right way.

We do not fall so often into error in teaching arithmetic, though that too is frequently taught mechanically. We generally find in our common schools, that we have more scholars who seem really to understand this branch, than any other.

They *love* to study arithmetic ; and why ? Simply because they are not confined to text-books alone. There must be necessarily much oral instruction, much thinking, much practice ; and consequently the matter is made clear to the child's mind as he goes on. Therein lies the whole secret of success in *teaching*. Steam may be the very best agent in the world to propel an engine ; a complexity of wheels and a mainspring may keep the best of time ; but neither steam nor wheels, nor any winding-up process whatever, can avail with the mind. It must *act* of itself, must see, know, and comprehend.

I have heard teachers object to so much explanation and familiar conversation with children about their lessons, on the ground that such a course tends to make the pupil depend upon his teacher instead of his own mind, as is intended. But there is no necessity that such a result should follow. Let the instructor explain and question, and draw out questions upon a certain subject ; connecting his teaching perhaps with a page from the text-book : then, at the proper time for recitation, let him require a thorough exposition of the same subject from his class ; not a mere repetition of the words contained in the book, but a clear, concise account of the matter ; and if this course is carried out fully, *can* the scholar depend on anything else but his own exertions, — his own mental efforts ?

All this may look like a very laborious task. It *is* hard. Teaching is always a hard task : but it is *easy* also ; and all teachers know and feel that it is *easiest*, when we can see that our pupils really *know* of themselves what we have endeavored to teach them. A sudden look of intelligence in a child's eye, as he catches the true meaning of some difficult problem which we have spent hours and perhaps days in expounding to him, more than repays us for those hours ; and the assurance that the seed we have planted has taken root, and will grow, and thrive and bring forth fruit, is the sweetest reward we can receive.

There are children, more or less, in all schools, who will not be taught reasonably ; who cannot be induced to love learning for itself, or for the benefits it bestows ; whom no kind incentives will influence, in whom we can excite no real ambition for virtue and truth ; in short, who seem determined to educate themselves only for evil. But thank God, they are few comparatively, — the exceptions to the beautiful. For such let us do always what we can, kindly if we may, severely if we must. And though they may seem only to mock our endeavors, the germ of truth and right hidden away in their hearts will be touched, and in due time, though we may not live to see it, good results will follow, as surely as there are a seedtime and a harvest.

Kind words, cheering smiles, and looks of approbation, are

very efficient agents in the school-room. Teachers should always be ready to approve the right, and not, as is in many instances the case, receive the good passively, as if it required no effort. This is all very well in the intercourse of man with man, but we are apt to forget that *children* are *not* men.

Let us never find fault unless it is absolutely necessary. A teacher who is continually fault-finding, will soon discourage even the most ambitious scholar. Let us treat them always as reasoning, thinking, immortal beings, able to do *anything* that they firmly purpose to do, and capable of growing very near to the heavenly.

Here is a great work to be accomplished, and we are but "hewers of wood and drawers of water;" but it is early morning now, and the task is well begun. Let us do *our* work faithfully, and faint not by the way.

AN OLD SCHOOL AND ITS MASTER.

THE year 735 gave birth in the city of York, England, to Alcuin, who rose to great eminence as a teacher; and he may be regarded as the minister of instruction in that day for the greater part of Christendom. He gave great attention to the circulation of correct copies of the Scriptures, sending one to each of the principal abbeys or cathedral churches. In the retirement of his age, and when the emperor Charlemagne was also past the meridian of life, Alcuin sent him a copy of the whole Bible, carefully corrected throughout by himself. It was accompanied with a letter from which we give an extract:

"I have for a long time been studying what present I could offer you, not unworthy of the glory of your imperial power, and one which might add something to the richness of your royal treasures. I was unwilling that while others brought you all kinds of rich gifts, my poor wit should remain dull and idle, and that the messenger of even so humble a person as myself should appear before you with empty hands. I have at last found out under the guidance of the Holy Spirit, a present which befits my character to offer, and which it will not be unworthy of your wisdom to receive. Nothing can I offer more worthy of your great name than the book which I now send, the divine Scriptures, all bound up in one volume, carefully corrected by my own hand. It is the best gift which the devotion of my heart to your service, and my zeal for the increase of your glory, have enabled me to find."

As long as Alcuin resided at the court of this emperor, which was for some years, he was the head-master of what was called

the School of the Palace. Here his pupils were Charles, Pepin, and Louis, the three sons of Charlemagne, with other young noblemen ; and the interest which was thrown into his instructions by the skill of the teacher, attracted several of the older persons of the court, princes, councillors, and bishops, and sometimes the ladies also, to listen to his lectures. He encouraged the pupils to ask questions, and made it a part of his plan to give such striking, short answers, as would impress the memory. As a specimen of these performances we give a short dialogue between Pepin and Alcuin ; some of the answers will be found to suggest beautiful thoughts.

Pepin. — What is speech ?

Alcuin. — The interpreter of the soul.

Pepin. — What gives birth to the speech ?

Alcuin. — The tongue.

Pepin. — How does the tongue give birth to the speech ?

Alcuin. — By striking the air.

Pepin. — What is the air ?

Alcuin. — The preserver of life,

Pepin. — What is life ?

Alcuin. — An enjoyment for the happy, a grief for the wretched, a waiting time for death.

Pepin. — What is death ?

Alcuin. — An inevitable event, an uncertain voyage, a subject of tears for the living, the time that confirms wills, the thief that makes its prey of man.

Pepin. — What is sleep ?

Alcuin. — The image of death ?

Pepin. — What is liberty for man ?

Alcuin. — Innocence.

Pepin. — What is the waking sleep of which I have heard you speak ?

Alcuin. — Hope, a waking dream, cheering our toil, though it lead to nothing.

Pepin. — What is friendship ?

Alcuin. — The likeness of souls.

Pepin. — What is faith ?

Alcuin. — The certainty of marvellous things and things unknown.

Sometimes Alcuin would try the wits of his young pupil with riddles or puzzling questions in turn. Here is a specimen.

Alcuin. — I have seen a dead man walking, — one that never was alive.

Pepin. — How can that be ? explain.

Alcuin. — It was my own reflection in the water.

Pepin. — Why could I not guess it, having myself so often seen the like ?

Alcuin. — Well, you have a good wit ; I will tell you some more extraordinary things. One whom I never knew, talked with me, without tongue or voice ; he had no life before, nor will he live hereafter, and I neither knew him, nor understood what he said.

Pepin. — Master, you must have been troubled with a dream.

Alcuin. — Right, my child ; hear another : I have seen the dead beget the living, and the dead have been then consumed, by the breath of the living.

Pepin. — You speak of a fire kindled by a rubbing dry sticks together, and consuming the sticks afterwards.

Such ways of exercising the first efforts of an inquiring mind, are not quite out of date with gentle teachers of our own time ; and the kind-hearted ingenuity of Alcuin, more than a thousand years ago, may not be unworthy of the imitation of a more refined age. — *Antiquarius, in Watchman & Reflector.*

THE PUBLIC SCHOOL.

AMONG the rugged hills of New England, in its most fertile valleys, there could not be found a place more beautiful than the little village of S. The rapids, a few miles below, prevented larger vessels from ascending the stream which formed its western boundary, and just at the verge of evening, the little steamboat, the invention of one of the citizens of the village, in accomplishing its daily task, might be seen rapidly gliding up the river.

The stranger, the pleasure-seeking traveller, and the returning wanderer alike felt the beauty of the scene, as the departing rays of the setting sun gilded the unruffled surface of the stream, and lighted up the lowly cottage, and the elegant mansion of the more wealthy citizen, which the numerous groves of majestic forest trees did not wholly conceal. The tall spires of the different churches, and the lofty elms near the back, were faithfully reflected in the stream, and as its windings brought into view the blue hills in the distance, one could readily believe that his childish dreams of fairyland were partially, if not wholly realized.

In the centre of the town stood the public school-house, and at the time of its erection, the site must have been a pleasant one. But as the population increased, a new Town House was needed, and soon a spacious brick building towered above the humble school-room, the large yard in front having been selected as the most suitable location. The narrow space between the two, furnished the only playground for the hundreds of children who gathered there from day to day.

The lower rooms of the new building were soon occupied by mechanics, and the incessant din of the tinman's hammer was heard above the voice of the teacher and the busy hum of the school-room. The erection of a building so near, gave to the dingy walls of the school-room, a still more gloomy cast, and as if the light of heaven were a blessing too great to be enjoyed, each window on the side next to the new building was lessened one-third, by a thick, heavy plank nailed across it. The object was attained. No scholar could look out, and the stranger could not look in; but was anything gained by making the school-room less inviting, less cheerful in its aspect than the interior of the county prison?

It was exclusively a school for girls, and in this lay its peculiar excellence it was thought, wise men in power having ascertained that boys are not suitable companions for their sisters, an opinion entertained by many at the present day, and that they should never be associated in school after the age of five or seven.

In this arrangement, whether a regard for the welfare of the children, or for the purses of their parents, was the ruling motive, remains a matter of uncertainty. A competent teacher was provided for the boys, and a thorough course in physical science and the classics pursued, while their more docile sisters were left to study arithmetic, grammar and geography, with a teacher but little in advance of themselves. One term was generally sufficient to send such a teacher to seek some other employment, and lead her to renounce forever the occupation of instructor. Occasionally a teacher was found, herself a living model of what she would have her pupils become, who would patiently toil on, endeavoring to inspire them with a love of knowledge and of all that is good and beautiful. The memory of one such still lingers in the hearts of many who are at this moment acting out in distant lands, in homes remote from New England's favored soil, the principles they received from a teacher whom they still love. Parents seldom visited the school, and the announcement that it was "examination day" generally failed to rouse more than one or two to the performance of their duty in this matter.

A young physician or lawyer, desirous of obtaining an introduction to the public, would consent to act as school committee for one year. With no sympathy for children, and their improvement being a matter of no very great anxiety to him, he considered his duty discharged if, at the end of each term, he spent an hour in the school-room, and at the close of the exercises pointed out, with all the sternness he could command, whatever he had noticed that was wrong. The faults were many. The teacher was disheartened, the scholars discouraged. They did not expect to learn much in such a school, and as soon as an

opportunity presented itself, both teacher and scholar left it without regret.

Years have passed away. Progress and improvement are manifest on every side, but in nothing are they more apparent than in the village school. The old brick school-house is now quite hid. It has passed into other hands, and is used for other purposes, and it would be difficult to find the original building in the block of which that has been made to form a part. Public opinion is also changed, and the boys and girls are associated in the same school, pursuing a course of study under a discipline that cannot fail, if rightly improved, to prepare them for the active duties of life. The new school building, for pleasantness of situation and beauty of architecture, is not surpassed by any private residence. The good taste of the occupants is visible in the beautiful fountain, the evergreens, and the great variety of flowers that adorn the yard. The whole interior arrangement shows that the wants of the children and youth have been fully understood, and met with a corresponding liberality. Parents enter the school-room as familiarly as they do their own homes, and the crowded audience at the examination indicates with what interest the improvement of the pupils is noticed. The blessings of many a grateful parent, at this moment, rest upon those, who, resolutely executing the plan of our forefathers, provide for the education of all; those who are struggling with poverty, as well as those who, basking in the sunshine of prosperity, have never known want.

Take one example. Suddenly deprived of the companion of her youth, and left to struggle alone for the maintenance and education of her children, Mrs. Mansfield returned to her native village. With a solicitude which none but a parent can feel, she watched the development of their opening faculties. The fearless, joyous spirit of Harry found ready sympathy, and merry-hearted associates gathered around him wherever he went. Whatever he would obtain, he pursued with ardor and unconquerable energy. Day by day did the fond mother endeavor to direct the current of those powers which would not be checked, and place before the mind of her impetuous son, an object worthy of his noblest efforts. But if her judgment led her to decide without hesitation that the public school was just the place for Harry, she had her doubts when the same school was recommended for his more thoughtful sister. For Anna Mansfield possessed a gentle spirit. Reproof she seldom needed, and a harsh word from one she loved was sufficient to unlock the fountain of her tears, and send her away to weep in solitude. And one who watched her varying countenance, now radiant with smiles, the index of a merry heart, and now bathed in tears at the recital of another's wo, could readily imagine

that the language of the poet had been addressed to none but her.

"Thy cheek too swiftly flushes; o'er thine eye
The lights and shadows come and go too fast;
Thy tears gush forth too soon, and in thy voice
Are sounds of tenderness too passionate
For peace on earth."

Mrs. Mansfield felt that another ingredient had been added to the bitterness of her cup, when her scanty means compelled her to send her timid, gentle Anna to the public school with boys. But whatever may have been her own anxieties on the subject, they were not communicated to her children, and Harry and Anna mingled with the assembled group the happiest of the happy. Pursuing the same studies under a wise and faithful teacher, they were mutual helpers to each other, and Anna soon acquired that self-control which enabled her to stand before a large school or a crowded audience at an examination, and with calm self-possession, not at all incompatible with true modesty, distinctly tell what she knew. The sparkling eye, the animated countenance, and the distinct enunciation, plainly declared that she understood her subject, and that she had lost nothing, but gained much by attending the public school. The happiness and improvement of her children convinced Mrs. Mansfield how groundless had been her fears, and now she reckons among the blessings of her condition that they are able to continue their studies in a district school.

If the proud millionaire who walks the streets, would condescend to enter the school-room, and learn how many like Harry and Anna are blessed through his instrumentality; how many are saved from ignorance and consequent wretchedness and want, would he not open his purse less reluctantly? If he could stand in the teacher's place, and for one short week, perform the labor, and endure the anxiety, that ever attend a teacher's life, would he allow himself to say that personal aggrandizement alone, prompts the desire to occupy a large and commodious school-room?

But there is a class of persons who stand aloof from this whole matter. Having no relative to be benefited by it, the school is never visited, and the demand which the law makes upon them for its support is met with a growl or a groan. Why do men of wealth complain of the system which compels them to aid in the education of those children whose parents are less favored than themselves? Do they not know that New England stands now, the glory of all lands, on this very account?

Life is a school. We are all scholars, and, much as we may dislike the employment as such, all are teachers, each responsible for the instruction he imparts. A gentleman who sought no

higher good than the gratification of his appetite and his love of ease, was one day walking in one of the principal streets of a large town, when a snowball whizzed by his ear. He turned, and seeing a company of boys not far behind him, hastily concluded that in their sport his own hat had been used as a target. Boiling with rage he immediately presented himself at the door of the school-room, and entered a complaint against the unruly pupils. The offender was sought out, justly reprimanded, and the impropriety of snowballing in a crowded street fully laid before him. But had his own person been assaulted intentionally, (which was not the fact,) would it have been anything more than acting out the lesson the gentleman himself had taught them in the morning, when, grouped together on their way to school, he had accosted them with, "Get out of the way. What are you doing here"?

No one expects that all who complete a course of thorough instruction in our common schools will occupy high stations in life. They cannot all be ministers, or lawyers and statesmen, but they can all learn, equally well, life's great lesson, how to be happy. They can all learn that he is not, cannot be happy, who lives for himself alone. They can be taught what many are so slow to believe, that it is not his occupation, the cut of his coat, or the quality of its texture that makes the man, but something quite independent of these.

They may be shoemakers, brickmakers, or they may pursue an occupation still more humble, and if it be an honest one, they may, at the same time, possess within themselves sources of happiness which the gold of California can never purchase. And if, in the course of time, one more favored than the rest, should arrive at the dignity of being a constable in the little village in which he has taken up his abode, will a cultivated intellect, and a heart which will not allow him to exult over a fallen brother, unfit him for the duties of his office, or render him less capable of performing them?

We hope to see the time when schools of a high order shall exist in every town and village throughout New England; when maps, globes and philosophical apparatus shall be considered as essential to the mental improvement of the pupils, as are the chairs on which they sit to their physical comfort.

We would that the sons and daughters of New England, in strength of principle, in moral courage, in intellectual greatness, not only resemble her granite rocks, but that they also become like "corner stones polished after the similitude of a palace."

THE LADDER OF ST. AUGUSTINE.

BY HENRY W. LONGFELLOW.

SAINT AUGUSTINE ! well hast thou said,
That of our vices we can frame
A ladder, if we will but tread
Beneath our feet each deed of shame !

All common things — each day's events,
That with the hour begin and end,
Our pleasures and our discontents,
Are rounds by which we may ascend.

The low desire, the base design,
That makes another's virtues less,
The revel of the giddy wine,
And all occasions of excess ;

The longing for ignoble things,
The strife for triumph more than truth,
The hardening of the heart, that brings
Irreverence for the dreams of youth !

All thoughts of ill — all evil deeds,
That have their root in thoughts of ill —
Whatever hinders or impedes
The action of the nobler will !

All these must first be trampled down
Beneath our feet, if we would gain
In the bright field of Fair Renown
The right of eminent domain !

We have not wings — we cannot soar —
But we have feet to scale and climb
By slow degrees — by more and more —
The cloudy summits of our time.

The mighty pyramids of stone
That wedge-like cleave the desert airs,
When nearer seen and better known,
Are but gigantic flights of stairs.

The distant mountains, that uprear
Their frowning foreheads to the skies,
Are crossed by pathways, that appear
As we to higher levels rise.

The heights by great men reached and kept,
Were not attained by sudden flight ;
But they, while their companions slept,
Were toiling upward in the night .

Standing on what too long we bore
With shoulders bent and downcast eyes,
We may discern, unseen before,
A path to higher destinies.

Nor deem the irrevocable Past
As wholly wasted, wholly vain,
If, rising on its wrecks, at last
To something nobler we attain.

FORMATION OF CHARACTER.

MUCH has been said and written on the subject of Education, and much remains to be said. Its results are as imperishable as the mind itself, and too much care and study cannot be bestowed upon it. Although many improvements have been made, and the best method of imparting a knowledge of some of the sciences may have been ascertained, one devotedly engaged in conducting the education of others, feels that only a beginning has been made. . While he delights to perceive the development of the expanding intellect, he is anxious that the motives which are to guide that intellect be high and worthy. It is no trifling part of the duty of a teacher to ascertain the different qualities of mind possessed by those who are subject to his direction. These qualities constitute the character, and are in part the result of education. The foundation, no doubt, is laid in early life, and its original elements are bestowed by Nature, who seems to delight in forming a pleasing variety here, as well as in the features of the countenance. It is still an unsettled point which is the most influential in forming the character, the natural disposition, or education. Among those who think education is the chief agent, is Elihu Burritt ; but those of common ability judge that if his natural powers were not very uncommon, there would be more than one " Learned Blacksmith " in a generation. The

question may be left to the decision of philosophers while the teacher aims to make education do all it can. He should have a clear perception of what constitutes the noblest character, and then imitate the skilful gardener, who bestows upon each plant the culture it requires, neither expecting, nor desiring that they should be exactly similar, but that each may be beautiful and perfect. The teacher cannot control all the influences which operate upon his pupils, but if he has a place in their affections, he can counteract much in those influences that may be evil. With truth, character is said to be made up of the fragments of other characters. In some persons, these fragments appear to be thrown together, and remain in separate parts, instead of taking a fixed form, and these are as incapable of independent action as an infant of using the strength of manhood. It is painful to behold them so much at the mercy of circumstances. While surrounded by associates of right principles, they appear to be like them, but if suddenly placed among those of a different stamp, they soon sink to a level with the lowest. In others these fragments serve only to strengthen and consolidate that which is already formed, producing a beautiful and symmetrical whole. Whatever may be their circumstances or situation, their even course, in the way they have marked out for themselves, resembles that of a star in its orbit, and their position in times of difficulty and trial, may be predicted with as much certainty. If each could discern his own character as clearly as it is discerned by others, he would know what fragments, to receive and what to reject, in order to improve it. No teaching is so powerful as that of the living example ; and as that of the teacher is so constantly before the pupil, it is to be expected that some fragments of his character will occupy a place in that of his pupils. This is often quite apparent. Should he not then perfect himself for the sake of others ? We look around us in vain for a perfect model. None possess all the excellent qualities accompanied by no defect. But a choice few may be found, who although imperfect, are truthful and sincere, ever pursuing that which will promote the best interests of their fellow creatures. They have attained a true idea of life, and their noble character shines through their various acts of benevolence. Nothing is more delightful than to see one wisely directing, and constantly employing, all his talents in benefiting his race. Such live to bless and be a blessing, and are worthy of imitation. But let those who would copy their example remember that their highest excellences are attained by following the example of Him in whom every perfect and excellent quality is concentrated.

HAMPDEN COUNTY TEACHERS' ASSOCIATION.

THE seventh annual meeting of the Hampden County Teachers' Association, convened at the Methodist Episcopal Church in Westfield, at 2 o'clock, P. M., on Friday, Nov. 17th.

The Association was called to order by the President, Charles Barrows, of Springfield, and opened with prayer by the Rev. Dr. Davis, of Westfield. After some congratulatory remarks by the President, the Rev. Dr. Cooley, of Granville, was introduced to the audience, when he proceeded to deliver an interesting and instructive address upon "Educational reminiscences of former times." A discussion followed, upon the use of the Bible in schools; the question having been suggested by the previous lecture. The discussion was opened by Mr. Goldthwait, of Westfield, who spoke of the vicious tendencies of pupils, and of the moral and religious restraints which should be brought to bear upon the minds of the young. Mr. Parish, of Springfield, followed, viewing this as a question of great magnitude — reverting to his early experience as a teacher, the degeneracy of the age, and the necessity of elevating the standard of moral instruction. The discussion was continued by Mr. Wells, of Westfield, who showed that the reading of the Bible in schools, was a question in which communities are taking a deep and somewhat exciting interest at the present time, and the necessity of kindness and discretion, in dealing with the prejudices in society on this subject.

Adjourned to 7 o'clock, P. M.

Met pursuant to adjournment. A lecture was then delivered by the Rev. E. B. Huntington, of Waterbury, Conn. Subject, "The connection between physical and mental education." The lecturer proved himself master of his subject, presenting it in a manner calculated to please and interest the hearer.

After the lecture, the subject of the afternoon's discussion was continued by Wetherell, of Amherst, and Wells, of Westfield. The subject of "Primary schools and their relation to schools of a higher grade," was briefly discussed by Goldthwait and Wells, of Westfield, and Parish, of Springfield.

Adjourned to 8 o'clock, Saturday morning.

Met according to adjournment, when the Nominating Committee reported, and the Association elected, the following Board of Officers for the ensuing year: —

Charles Barrows, of Springfield, *President*.

W. C. Goldthwait, of Westfield, J. Tufts, of Monson, and O. Marcy, of Wilbraham, *Vice Presidents*.

A. J. Lyman, *Corresponding Secretary*.

E. F. Foster, *Recording Secretary*.

Ariel Parish, of Springfield, *Treasurer*.

A lecture was then delivered by James McIntire, Esq., of Springfield, upon the "Superficiality of American scholars;" which the lecturer regarded as modern expediency and desertion of principle. The lecture embraced a wide field, and was replete with humor, talent, and well-spoken truths. The hearers manifested their appreciation of its merits by their undivided attention throughout its delivery.

After the lecture, the question of last evening's discussion was resumed by Mr. Boltwood, of the Palmer High School.

On motion of Mr. Parish, *Voted*, that our next meeting occur on the Friday and Saturday following the annual Fast.

After the customary votes of thanks to the lecturers, for their instructive and interesting addresses; to the people of Westfield, for their hospitality; to the proprietors of the Methodist Episcopal Church, for the use of their house; to the W. R. R. Corporation, for their liberality in furnishing free return tickets, the Association adjourned, to meet at such place as the Board of Officers may determine.

E. F. FOSTER, *Secretary*.

CHOATE ON THE PRICELESS VALUE OF THE LOVE OF READING.

[From his Address delivered on the Inauguration of the Peabody Institute.]

I COME to add the final reason why the *working man*,—by which I mean the whole *brotherhood of industry*—should set on mental culture and that knowledge which is wisdom, a value so high—only not supreme—subordinate alone to the exercises and hopes of religion itself. And that is, that therein he shall so surely find rest from labor; succor under its burdens; forgetfulness of its cares; composure in its annoyances. It is not always that the busy day is followed by the peaceful night. It is not always that fatigue wins sleep. Often some vexation outside of the toil that has exhausted the frame; some unforeseen rise or fall of prices; some triumph of a mean or fraudulent competitor; "the law's delay, the proud man's contumely, the insolence of office, or some one of the spurns that patient merit from the unworthy takes,"—some self-reproach, perhaps, follows you within the door; chills the fireside; sows the pillow with thorns; and the dark care is lost in the last waking thought, and haunts the vivid dream. Happy, then, is he who has laid up in youth, and held fast in all fortune, a genuine and passionate love of reading. True balm of hurt minds, of surer and more healthful charm than "poppy or mandragora, or all

the drowsy syrups of the world"—by that single taste, by that single capacity, he may bound in a moment into the still region of delightful studies, and be at rest.

He recalls the annoyance that pursues him ; reflects that he has done all that might become a man to avoid or bear it ; he indulges in one good, long, human sigh, picks up the volume where the mark kept his place, and in about the same time that it takes the Mohammedan in the Spectator to put his head in the bucket of water and raise it out, he finds himself exploring the arrow-marked ruins of Nineveh with Layard ; or worshipping at the springhead of the stupendous Missouri with Clark and Lewis ; or watching with Columbus for the sublime moment of the rising of the curtain from before the great mystery of the sea ; or looking reverentially on while Socrates—the discourser of immortality—refuses the offer of escape, and takes in his hand the poison, to die in obedience to the unrighteous sentence of the law ; or perhaps it is in the contemplation of some vast spectacle or phenomenon of Nature that he has found his quick peace—the renewed exploration of one of her great laws—or some glimpse opened by the pencil of St. Pierre, or Humboldt, or Chateaubriand, or Wilson, or the “blessedness and glory of her own deep, calm and mighty existence.”

Let the case of a busy lawyer testify to the priceless value of the love of reading. He comes home, his temples throbbing, his nerves shattered, from a trial of a week ; surprised and alarmed by the charge of the judge, and pale with anxiety about the verdict of the next morning, not at all satisfied with what he has done himself, though he does not yet see how he could have improved it ; recalling with dread and self-disparagement, if not with envy, the brilliant effort of his antagonist, and tormenting himself with the vain wish that he could have replied to it—and altogether a very miserable subject, and in as unfavorable a condition to accept comfort from wife and children as poor Christian in the first three pages of the Pilgrim's Progress.

With a superhuman effort he opens his book, and in the twinkling of an eye he is looking in the full “orb of Homerio or Milton song ;” or he stands in the crowd breathless, yet swayed as forests or the sea by winds—hearing and to judge the pleadings for the Crown ; or the philosophy which soothed Cicero or Boethius in their afflictions, in exile, in prison, and the contemplation of death, breathes over his petty cares like the sweet south ; or Pope or Horace laugh him into good humor ; or he walks with Æneas and the Sibyl in the mild light of the world of the laurelled dead—and the court house is as completely forgotten as the dream of a preadamite life. Well may he prize that endeared charm, so effectual and safe, without

which the brain had long ago been chilled by paralysis, or set on fire by insanity!

To these uses, and these enjoyments; to mental culture, and knowledge, and morality—the guide, the grace, the solace of labor on all his fields, we dedicate this charity! May it bless you in all your successions; and may the admirable giver survive to see that the debt which he recognizes to the future is completely discharged; survive to enjoy the gratitude with which the latest will assuredly cherish his name, and partake and transmit his benefaction.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... Boston. } RESIDENT EDITORS. { ELBRIDGE SMITH, Cambridge.
Q. J. CAPEN, ... Dedham. } { E. S. STEARNS, . . Framingham.

JAMES M. LASSELL.

DIED in Cambridge, 13th of December, of consumption, JAMES MUNROE LASSELL, for nine years master of the Putnam Grammar School of that city, 87.

The subject of the above notice was born at Hollis, Me., Sept. 11th, 1817. His parents removed to Norway the following spring. Of his early history but little is known to the writer of this notice. His advantages for acquiring an education were exceedingly limited, but they were most faithfully improved. He lived on the side of a hill in a region of country where *coasting* can be enjoyed to the heart's content. But while the boys of his own age and condition in life were spending their holidays and evenings in this exhilarating amusement, he was seen at the window of his father's cottage, poring over his book, and storing his mind with useful knowledge. The circumstances of his parents were such as to require his assistance at an early age; but after his day's labor was done, he would ask his mother for a candle and go over to the old school-house opposite, where he could pursue his studies free from the interruption of the family.

Nearly, if not quite all of the regular instruction which he ever received was in the district school of his native village. The limited means which he enjoyed in youth was always a source of regret; but he looked with pride on the system, which in connection with his own efforts, had made him what he was. On one occasion, when an applicant for a school in the vicinity of Boston, he was asked by a clergyman, in what he considered rather a pompous manner, where he was educated? With an offended dignity and a warmth of feeling that

probably did not forward his application, he replied, "In the common schools."

He commenced teaching at about the age of twenty; and after having taught several district schools in his native State, he came to Massachusetts and commenced his labors in North Cambridge, in the fall of 1842. He was engaged in what was then a district school, and his first term closed in April of the next year. In October following, he resumed his labors in the same situation, and at the end of the second term, by his exertions, it was made an annual school, and he was appointed master. Here he remained till the spring of 1845, when he was transferred to the Putnam Grammar School, then just established at East Cambridge, where he continued, for over nine years, and till within a short time of his death, to discharge the duties of his office with distinguished fidelity and success.

In consequence of symptoms of pulmonary disease, he obtained permission in February, 1852, to be absent from school for several months, which he spent at Aiken, S. C., a favorite resort for invalids from the North. He returned to his school, with health much improved, in the following June. But consumption had already marked him for its victim. He continued gradually to decline, till at last he was obliged to give up entirely, the 24th of March, 1854. His interest in his own school, and in the school system of Cambridge, continued unabated to the end; and amid all the sufferings of a lingering disease, he manifested the fortitude of a man, and the resignation of a Christian.

As a man, it is sufficient to say of him, that his character was above reproach. Possessing very strong feelings and decided opinions, he seldom sought to influence the opinions or the conduct of others. So great was his desire to live in peace with all, that he never could be drawn into a dispute, though uncommonly tenacious of his own views. Dignified and affable in his deportment, treating others with the greatest civility and respect, he secured to a remarkable degree, the highest esteem of all who knew him. Standing at the very head of his profession, and with a mental power and energy that would have made him a marked man in any calling, his modesty was one of the most prominent traits of his character. He listened to the opinions of others with the greatest attention and respect; but he seldom advanced his own, and never except in the most diffident and unassuming manner. His intercourse with others was marked by the strictest integrity; and of him it might justly be said, he was God's noblest work, *an honest man*.

But it is of his character as a teacher, that we design more particularly to speak.

We are not of those who believe that a love for one's calling

is an essential requisite to success. We know not why an earnest, faithful and conscientious discharge of duty may not make a teacher successful, though he have no particular fondness for his profession. But there can be no question, that an ardent love for his business, united with the same fidelity and enthusiasm, will not only promote the happiness of its possessor, but will give him an immense advantage in any calling of life. This fondness for his employment was possessed by Mr. Lassell to an uncommon extent. He taught, as others do, for a livelihood, but he has often been heard to declare, that if he were worth a million he would still continue to teach. It is not known how early his attention was directed to the business of instruction, but this much is certain, that after he had chosen his profession, he devoted to it all the energies of body and mind.

A constant effort to improve himself as a teacher was a prominent trait of his character. His reading, his studies, and in fact, everything which he did, was directed to that end. He visited schools with great frequency, and where he found one particularly excellent, he went again and again. He was no mere copyist of any one, but the good points of a school he was quick to discern, and he possessed the happy faculty of incorporating them into his own. Probably no teacher was so well acquainted with the different methods of instruction in the vicinity of Boston as he; and many who read these lines, will remember his manly form and dignified bearing, as they recall to mind his frequent visits to their schools.

Order, with him, was the first law; and by order we do not mean simply stillness or quiet, but *system* and *harmonious action*. Every arrangement was the result of study and thought; and if his scholars were seated in a particular manner, or if his classes recited in a certain order, there was a reason for it, satisfactory to his own mind at least. If it is thought that there is too much machinery in such a system, we would reply, commend us to the machinery of intelligent design.

His standard was perfection. Whatever he undertook must be done in the most exact and thorough manner. No matter how trivial the thing in itself might be, it was one of the bundle of habits that made up the man; and in his opinion, "whatever is worth doing at all, is worth doing well." The same precision and order, therefore, were manifest in the most trifling concerns of school; or rather, nothing was considered trifling or unimportant that helped to form the character.

He had no hobbies to ride, but appeared to teach everything with equal facility and success. This in our judgment was a most striking excellence, and as *rare* as it is *striking*. Nearly

all teachers have a particular fondness for some one or two branches in which they excel, to the neglect of others of equal importance. This we think is wrong: and in our opinion, it is the highest praise to say of one, that he does and teaches everything well.

Another trait which he possessed in a remarkable degree, was an uncommon evenness of disposition. He had his trials, like others, we have reason to suppose, but so little did he manifest them, that his associates who knew him best, were never able to tell by his appearance, whether his school was going right or wrong. Those who know by experience how great an influence the feelings of the teacher have upon his pupils, will see at once, that this must have given him a great advantage in the management of his school.

He was also a man of great firmness and decision of character. When his mind was once made up as to the proper course to be pursued, no present ease or temporizing expediency could tempt him to deviate from it in the slightest degree. He made no rule to-day, to be repealed or disregarded to-morrow; there was no strictness of discipline at one time, to be followed by a corresponding laxness at another. He well knew that it was the *certainty* of punishment, not its frequency or severity, that made it effectual; and hence his promises could be relied on with the most undoubting conviction of their entire fulfilment.

To sum up his character in a single word, it may be said, that he possessed in a large degree all those qualities of mind and heart, that make a successful teacher. After an intimate acquaintance with him for more than twelve years, it is our deliberate opinion, that there is not a single attribute essential to the highest success in his profession, of which he did not possess fully an average share. Others, undoubtedly, have excelled him in particular points; but regarding his character as a harmonious whole, he had few equals—we doubt whether he has left a superior,

But he has been called away. Cut off in the prime of life, and in the midst of his usefulness, his loss will be severely felt by his associates in teaching, as well as by his family and immediate relatives and friends. But though dead, he yet speaketh. He has left us an example of fidelity, devotedness and perseverance, worthy of all imitation. May that example ever incite us to a more faithful, earnest, and conscientious discharge of duty: that when we, like him, shall be called to give an account of our stewardship, we may be as worthy as he to receive the welcome plaudit, "Faithful servant, well done."

M.

At a meeting of the teachers of the Public Schools of Cambridge, the following resolutions, offered by Elbridge Smith, Esq., Principal of the High School, were unanimously passed:

Whereas it hath pleased Divine Providence to remove from this life James M. Lassell, the former Master of the Putnam Grammar School, in this city — therefore

Resolved, That in the death of our late associate we are called to mourn the loss of one whose character as a teacher and as a man has done much to elevate our profession; that we contemplate with admiration the enthusiasm with which he gave himself to the work of instruction, and his high-souled devotion alike to the moral and intellectual welfare of his pupils; that we recognize with pleasure the uprightness and integrity which marked his character as a man, and which have secured for him our lasting respect and affection.

Resolved, That we regard the connection of Mr. Lassell with the public schools of Cambridge as marking an era in their history; that he has borne a prominent part in securing that degree of perfection in the classification of our schools which is in some degree the glory of our system; and that the life which has just been terminated in him has to no small extent been breathed into the various departments of our Public Schools.

Resolved, That in this bereavement, we find an additional motive to faithfulness and activity in the calling to which our departed brother consecrated his strength — that it may well be an object of ambition with us to emulate the example which he has bequeathed to us.

Resolved, That we will attend the funeral of Mr. Lassell on Saturday, the 16th inst.

Resolved, That a copy of these resolutions be transmitted by the Secretary of this meeting to the family of the deceased, and that they be published in the Cambridge Chronicle and Massachusetts Teacher.

DANIEL MANSFIELD, *Secretary*.

LE GRAND-PÈRE ET SES QUATRE PETITS-FILS. LIVRE DE LECTURE À L'USAGE DES ÉCOLES PAR MME. FOUQUEAU DE PUSSY. *First American Edition. Carefully prepared for American Schools, and furnished with copious Notes, by Francis S. Williams, late Sub-Master in the English High School, Boston.*

This book is recommended by Dr. Arnoult, a highly distinguished teacher of the French Language in Boston, and by the Principals of the Latin Grammar and English High Schools in that city, as the *best* book that can be put into the hands of pupils commencing to translate from the French.

In the use of the book with beginners it will be a good plan for the teacher to give a fluent and literal translation of the lesson, in advance of the pupil's work. This will excite an interest in the study and in the story itself. The services of a well educated native French teacher, are indispensable in the study of pronunciation and of spoken French; and we have always found that most progress is made when the English teacher is present to preserve order, and to insist on thoroughness, especially in pronunciation. We subjoin Mr. Williams's Preface, which explains the character of the book.

PREFACE TO THE AMERICAN EDITION.

The necessity of expurgating for American children a modern French work, written by a lady for the use of schools, and approved by the Royal Council of Public Instruction in France, may be obvious to those unacquainted with the views of the French, as to what constitutes suitable reading and proper topics of conversation for children. That such a necessity, however, exists, no one who has carefully read the whole of Madame Pussy's admirable little work will feel disposed to deny. But lest a misapprehension may arise from this circumstance in regard to the moral influence of all French works, we wish to say a few words upon this important point.

To those well acquainted with the subject it need not be said, that the French are as careful as our own nation, and perhaps even more so, as to the reading in which they allow their children to indulge; and that, consequently, many books which we feel no hesitation in placing in a child's hands are by them scrupulously withheld. But, on the other hand, they permit themselves to speak freely in the presence of children on many subjects which we on all occasions avoid. In both nations the proprieties of language itself are observed and required. The difference between the two lies solely in the topics which may or may not be spoken of.

The principle which guides the French seems to be this:—all books which serve to excite the imagination, inflame the passions, or corrupt the heart, are considered dangerous; and it need hardly be added, therefore, that the French pamphlet-literature, of which we see so much, and which we so justly condemn, is as carefully forbidden to the young, and avoided by the more mature of the female sex, as with us. But this does not prevent their speaking and writing without reserve on subjects which we avoid; their reason being, that such subjects cannot corrupt the heart, or produce any injurious influence on the moral character, and that an unaffected mention of them is less objectionable than their entire avoidance.

Without expressing, then, any opinion as to the relative

correctness of their views and our own on these points, we here simply state the fact, as a reason for expurgating many passages from this valuable work ; believing that it is not well, in any case, to do violence to national characteristics, or to suffer the young to read in a foreign language what would grossly offend their sense of propriety if met with in their own.

These exceptions to the work in its original form being made, and the present edition being carefully prepared in accordance with these views, we offer it confidently to the American public as the best French reading-book for beginners that has ever been published in this country ; in which opinion—the result of an experience in teaching from it for twelve successive years—we are sustained by the testimony of many accomplished teachers ; but, to enable teachers as yet unacquainted with the work to form some idea of its merits, we subjoin a brief sketch of its character and contents.

An aged French captain receives into his house for one year his four grandchildren, who are to attend a village school, and be under his guidance in their hours of leisure and amusement. These, with an ignorant and superstitious female domestic, form the principal speaking characters. Sunday being with the children a day of exemption from school labors, is passed, in company with their grandfather, in excursions to the neighboring country ; and the book is, therefore, naturally divided into fifty-two chapters.

The American child is at once astonished to find that the children of France engage on Sunday in labor and amusements ; but he cannot proceed far in the book without observing that the grandfather and his grandchildren are, notwithstanding, very devout, and occupied constantly in works of benevolence and charity ; and while he may not be able to explain of himself this apparent neglect of what he is accustomed to consider a sacred duty, he cannot but feel respect for the character of the personages introduced in the work, and offered as examples for the imitation of French children.

In the course of the book, occasion is given to the grandfather, by the incidents which make up the story, to furnish a series of lessons on the most important elements of character ; and the care he displays to encourage good qualities and eradicate bad ones, extending to more minute details than is common with American parents in the education of youth, furnishes a true and gratifying picture of the best characteristics of the French method of education. Among the virtues which he takes occasion to extol, and the growth of which he is ever watchful to encourage, are truth, humanity, charity, disinterestedness, prudence, economy, generosity, politeness, neatness, temperance in eating and drinking, obedience, humility, industry,

tolerance, honesty, self-command, gratitude, love of country, and the importance of punctuality. The value of each of these qualities is shown by some ingenious and always striking story, in which the ill effects of their absence are depicted.

A second prominent feature of the work consists in the introduction of what has been called with us the "Science of Familiar Things." One scene represents a person drowning, with the means taken to draw him from the water without danger on the part of his rescuers; then follow the means of resuscitation, with a statement of what treatment would be injurious, and of the mode of proceeding with persons suffocated by other agents than water.

At another time, the means of restoring a person rendered lethargic by cold, and again one who has been poisoned, are given in so life-like a manner, and so connected with an interesting story, as to render it impossible to forget them.

A chimney catches fire, and, while the old domestic is nearly distracted, the grandfather takes the most prudent measures for extinguishing the flames.

The superstition of Margaret, and her vulgar notions, furnish constant opportunity to the grandfather to explain supernatural events by natural causes, and to correct many erroneous popular ideas, which, it is probably known, are more common in France than in our own country.

As examples of this feature of the work, we would cite Margaret's superstitious notions of Will-'o-the-wisps, vampires, the sitting of thirteen persons at the same table, the upsetting of a salt-cellar, Friday's being an unlucky day, the Wandering Jew, &c., &c.; for all of which the grandfather assigns rational causes, or states the historical reason for the existence of the prevailing notions.

A third prominent feature of the work is the introduction of a few familiar lessons in arithmetic, grammar, and French history, with enough of mythology to enable one to understand the designs of painting and sculpture.

The means of preserving health by exercise, temperance and cleanliness, are very fully treated, and the most common natural phenomena are noticed and explained; such as lightning, meteors, the dew, the winds, seasons, and tides. Explanations occur of the coins, weights and measures of France, both of the old denomination and of the new; and throughout the work are incidental allusions to the manners, habits and modes of thought of the French, and to the events of the time when it was written, which was about the period of the overthrow of the government of Charles X.

The subject-matter of the book, it will thus be seen, is unusually instructive and suggestive, affording to the teacher by

the topics presented, constant opportunities for conveying useful information and impressive moral instruction, — the more valuable, in our opinion, for being incidental. The best feature of the work, however, remains to be noticed; and, as all the excellences of which we have spoken might, perhaps, be found in some one or more English works, we should not have so highly extolled this, were it not for this remaining characteristic. It is, that the book is throughout colloquial, — the every-day language of France, and, to those desirous of speaking French, for that reason invaluable. The study of histories, dramatic works and romances, conveys but one style of writing, and that not the one used in conversation. What American employs in daily life the language of our historians or literary writers? Or, to learn to speak our language, who would begin with the writings of Webster, Irving, Ticknor, or Prescott? Yet such has been the practice heretofore, to a great degree, in the books selected for the beginner in the French language.

The notes to the present edition have been prepared with especial reference to the difficulties encountered by beginners in the study of this book, as well as of the French language in general. For the first five chapters they are quite minute, and afterwards are confined to an explanation of those passages only which have been found by experience to present unusual difficulty.

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October, 1854.

F. S. W.

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THE
MASSACHUSETTS TEACHER.

Vol. VIII, No. 3.]

F. N. BLAKE, EDITOR OF THIS NUMBER.

[March, 1855.]

TEACHING AND TEACHERS;
A POEM,

Read before the Barnstable County Teachers' Convention, held at Provincetown, Mass., Thursday'
Dec. 29, 1854, and Published by request of the Association.

BY JOHN ROSS DIX, M. D.,

Author of "Pen and Ink Sketches," &c., &c.

WHERE Ignorance is bliss, the Poet cries,
Or rather sings, "'t were folly to be wise ;"
But Pœtry, though polished, graceful, smooth,
Not always gives the utterance of Truth :
A humble rhymèr—one whose modest name
Has never filled the swelling trump of Fame,
Tells us,—in words we can't but understand,
That " Learning 's better far than house or land ;"
For *these* departed, we may yet retain
The wealth of mind—the mintage of the brain ;
Wealth—Treasures that bear interest in old age ;
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Among such learned and scholastic folk,
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the topics presented, constant opportunities for conveying useful information and impressive moral instruction, — the more valuable, in our opinion, for being incidental. The best feature of the work, however, remains to be noticed; and, as all the excellences of which we have spoken might, perhaps, be found in some one or more English works, we should not have so highly extolled this, were it not for this remaining characteristic. It is, that the book is throughout colloquial, — the every-day language of France, and, to those desirous of speaking French, for that reason invaluable. The study of histories, dramatic works and romances, conveys but one style of writing, and that not the one used in conversation. What American employs in daily life the language of our historians or literary writers? Or, to learn to speak our language, who would begin with the writings of Webster, Irving, Ticknor, or Prescott? Yet such has been the practice heretofore, to a great degree, in the books selected for the beginner in the French language.

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For my part, having fear of Critic rod
 (So *many* Schoolmasters "being abroad,")
 Before my eyes, I shall, with memory's scrawl,
 But draw some Schoolday pictures on the wall,
 Content if, when your minds these outlines strike,
 Any should say—"the picture's something like;"
 But, if my vagrant pen, or errant Muse,
 Should wander now and then—the fault excuse,
 E'en though while theorizing, I may fail
 To "point a moral, or adorn a tale."

Small need, in times like ours, that we should show
 What mighty benefits from Knowledge flow;
 And, judging from the light which gilds to-day,
 The Darkness realize that's passed away!
 Yet, for a moment, with reverted glance,
 We would survey the realm of Ignorance,
 For they who've felt the gloom of rayless night,
 Can most enjoy the full meridian light!

Not with Pope's Indian, who with bookless mind,
 "Saw God in clouds, and heard him in the wind;"—
 Not with the Magi on the banks of Nile,
 Who wrote their records with the pointed style,
 Who rode not upon rails, nor sailed through air,
 Would we the scholars of this age compare;—
 Why should we, with pedantic toil, go back
 So very far on History's twilight track,
 Since for our purpose 't is enough to show
 The change 'twixt *now* and fifty years ago?

In every city, hamlet, village, place,
 You'll find—if you will only seek the trace—
 That personage,—half real, and half myth,
 Rejoicing in the name of Jones, or Smith,
 Or, the perhaps as scarce cognomen—Brown,
 The oldest 'habitant in all the town;
 When you have found such venerable sage,
 With memory green beneath the snows of age,
 Seat you beside, and humor him awhile,
 Till o'er his wrinkled visage steals a smile;
 Then, though his voice may have a quavering tone,
 How pleasantly he'll talk of seasons gone!
 Long years of toil and trial may have passed,
 Leaving his frame all but a wreck at last!
 'Twixt Youth and Age, though decades intervene,
 His memory bridges the great gulf between:

What happened a short week ago, in vain
 He tries to recollect—but years of pain
 Obliterate not the chronicles of Truth
 Graved on the enduring tablets of his Youth.

Just now, in Fancy's eye the Patriarch see,
 With a great-grandchild leaning on his knee,
 Or gazing up with mild and wondering look
 Into his face, as in some ancient book ;
 Or, with its little rosy fingers playing
 Among the white locks o'er his shoulders straying,
 Hear how he talks about the ancient times,
 When in the town were heard no Sabbath chimes ;
 When e'en a daily Stage was quite unknown ;
 When Time's swift flight was but by hour-glass shown ;
 When from the School-house came no accents shrill ;
 When no Town-house was seen on High Pole hill ;
 When to the Harbor no Propeller came,
 Urged on with breath of steam, and heart of flame ;
 When no new Bank displayed its golden sign,
 No crisp Bank Bills were seen engraved in line,
 For his sole Bank was that of Newfoundland,
 And only *specie* would he take in hand ;—
 Of these and many another ancient scene,
 The old inhabitant will talk and dream !

His grandchild reads unto him from that page
 Which is the guide of youth—the hope of age !
 “ Ah, Sir ! ” he says, with melancholy look,
 “ But for this child, the Bible were a book
 For ever sealed—sealed in my age's need ;—
 In *my* young days I was not taught to read ; ”
 And as tears blot the volume on his knees,
 He thinks the “ good old times ” were not so good as *these*.

He paints most truly, faithfully, who draws
 From life ;—who, heedless of the crowd's applause,
 Sketches from Nature with a vigorous touch,
 Nor adds a shade too deep, a line too much !
He wins most hearts, perhaps, who for his theme
 Takes no heroic deed—no classic dream ;
 But, scorning inspiration from the Muses,
 From paths of daily life his subjects chooses ;
 For human hearts sure sympathies will show
 With every phase of natural weal or woe ;
 And the “ long glories of majestic Rome ”
 Will not attract us like scenes nearer home.

THE MASSACHUSETTS TEACHER.

Then, for a moment, let us strive to show
The Dame School of some forty years ago.

Well we remember that far spot, where first
The earliest beams of knowledge on us burst ;
We mean SCHOOL-Knowledge—but not *there* began
The Education of the future man !
There is a School, one earlier, dearer far
Than any in Life's after-period are,
Where Earth's first teacher bends the child above,
And claims as fee, a kiss or smile of love ;
Where the dim dawning of the infant sense
Is fostered into bright intelligence ;
Where are no blackboards, pencils, slates or books ;
Where every lesson is conveyed by looks ;
Where child and teacher seldom disagree ;
And the dear School-room is the Mother's knee.

Home Education ! In life's mid-day hour
Which of us, looking back, can doubt its power ?
And who can tell with how much influence fraught
Were the home-lessons that his mother taught ?
What his life's color owes unto the dye
With which his mind was tinged in infancy ?
So Cowper learned from his lov'd mother's lips
The truths which cheered him in his noon's eclipse ;
So Doddridge, by the fireside, from Dutch tiles,
Learned Scripture History, urged by mother's smiles.

I think 't is Hannah More who somewhere sings
"That trifles make the sum of human things ;"
Trite the remark, but true. Of countless grains
The earth is made—its mountains, and its plains.
By slow degrees the coral bed at length
Rises from Ocean's depths in bulk and strength,
While the Pacific's waters idly sweep
Above the invisible workmen of the deep !
What *now* so insignificant appears,
Will, in the course of slow revolving years,
Rise, solid and compact, above the wave,
O'er which, lashed into surge, the Deep may rave ;
And on whose reef some gallant vessel driven,
May lie with yawning seams and timbers riven ;
Or, by the Ocean-currents wafted there,
Soil may collect ; and as in gardens fair,
Upon that coral reef bright flowers may smile,
And Earth rejoice in one more fruitful isle !

So with the hidden growth of character ;—
 Trifles our impulses in childhood stir ;
 And slumbering energies *we* fail to mark
 Are kindled by small fires, as by Promethean spark !
 Now let my pen and ink with truth portray
 The School and School Dame of a by-gone day ;
 And that the sketch with naturalness be rife,
 With memory's aid I'll take them from the life.

Just as I saw her, when on lowly stool
 I sat before the mistress of our school,
 I see her now,—for, through the mists of years,
 That awful Vision of the past appears !
 —In years well-stricken ; lame, but not so much,
 But she into a cane could turn her crutch,
 Which o'er the victim's cranium she laid
 In hopes to beat some knowledge in his head ;
 With a long nose, hooked like a vulture's beak,
 Thin, pursed-up lips, and chin of sharpest peak,
 And eyes for idlers ever on the seek,
 With rod beside her—tickler for dull wits,
 Terror of trembling pupils—there she sits !
 Quaint is her dress—a gown of common chintz,
 Which many a washing-day has robbed of tints ;
 With waist extremely short, and scanty skirt,
 Not made like those worn now, to drag in dirt ;
 A huge mob-cap, with bands beneath the chin,
 From whose frilled front peep locks all gray and thin ;
 A muslin 'kerchief without spot or fold,
 Protects her chest and throat from winter's cold,
 And her stiff figure tells you as you gaze,
 She wears those instruments of torture—stays ;
 Fancy all these, and there before you sits
 The ancient Dame, who, as she teaches—knits.

Now for the scholars, who from near and far
 Seek the Court of this petticoated Czar.

The Old Church Clock strikes Nine, and to his place
 Comes a small boy, with pale and thoughtful face ;
He is the favorite of the Dame's stern rule,
 The little genius of the Village School !
 When Visitors drop in, 't is *he* rehearses
 Last Sunday's text, or Mrs. Barbauld's verses.
 Next to him sits the blockhead of the place ;
 A black-eyed urchin with a saucy face,
 Who ne'er was known to learn a lesson through

Without his shoulders being black and blue ;
 For, as we 've said—the Dame was ne'er inclined
 To spare the rod and spoil the youthful mind.

Still in they come—some timorous, for they know
 But very little progress they can show ;
 Some with light step, and carriage brisk and smart ;
 They 've got the Ten Commandments all by heart !
 At last, the tardiest of the school slinks in,
 And quick to make some old excuse begins ;
 But ah ! how vainly—for the Dame's keen eyes
 Perceive the truth despite the 'cute disguise ;
 And quickly stands the culprit on a stool,
 A terrible example to the school !
 But scant the lore our Schoolmistress imparts :
 No Masters, or no Bachelors of Arts
 Took honors at her College. Yet should we
 Forget not her who taught us A B C ;
 Nor scorn the Teacher who first made us stammer
 Our earliest lessons in the English Grammar.

Where is she now, that Schoolmistress of old ?
 Sleeping in peace beneath the Churchyard mould ?
 An Institution of the dusty Past,
 Her memory scarcely will this age outlast.
 Where are her Pupils ? He who was the pride
 Of the old lady—early drooped and died :
 The blockhead who by heart no lesson got
 Has since been proved the smartest of the lot ;
 While others who ne'er stood on three-legged stools,
 With dunces' caps on, have turned out but fools !
 —Such varying results oft prove in truth
 How fickle are the promises of youth !

And now, as Learning's ladder still we climb,
 A theme of some importance asks a rhyme :
 —“ This world of ours is too much with us,” says
 The greatest Poet of these later days :—
 The feverish Dollar-chase year after year
 Steals Youth's dew from the heart, and leaves it sere ;
 In the fierce struggle after Fortune's prize
 The memory of our school-days almost dies ;
 And scarcely aught survives, when far we roam,
 Save the sweet memories of Childhood's home,
 That come amid our turmoil and unrest,
 Like a breeze from the islands of the Blest,
 Which to Life's wandering, way-worn pilgrims, brings
 Health, joy and peace, and healing on its wings.

Ah! what a joy it were, could we go back
 And travel into Childhood's sunny land;
 Mark every footstep of our former track,
 And all Youth's happy mysteries understand!
 What bliss, could we recall the dawn of Mind;
 That web of Thought and Feeling have untwined,
 Which baffled Locke — Descartes! Then should we
One error of that rigid teaching see,
 Which aims *exclusively* at the *exact*!
 —Too oft has *Fancy* been destroyed by *Fact*!
 Unduly have the *Reasoning* powers been strained,
 The young *Imagination* cramped and chained!
 And with utilitarian, stern control,
 Has Childhood been crushed out of many a childish soul.
 Oh! there is scarce a spectacle so sad
 As some bright-eyed and intellectual lad,
 Compelled, from dawn till dark, with haggard looks,
 To study *only* Useful Knowledge Books!
 Unreasonable 't were to mar Youth's joy,
 And wish for full-born manhood in the boy,
 As 'tis to arrest Youth's transitory grace,
 And fix it on perpetual Childhood's face!

Enough of Useful Learning, if you will,
 But O, let *Fancy* wave her sceptre still!
 The bow that's ne'er unbent may lose its power;
 Too much *guano* will destroy the flower!
 It has been said, with reference to the mind,
 That "as the twig is bent, the tree's inclined";
 But the fine texture of young souls is such,
 That we, perchance, may bend the twig too much.
 What then? Instead of towering 'neath Heaven's blue,
 It turns toward the earth from which it grew!
 Brains, unlike holiday turkeys, will not bear
 The cramming process long — that fact is clear.
 Select a small-necked bottle if you will;
 With a large stream that vessel try to fill,
 And you will fail; but let a small stream run,
 And easily enough the thing is done!
 "Drink deep, or taste not the Pierian spring —
 A little learning is a dangerous thing,"
 Writes some one. — I contend 't is no such thing!
 Ah! what a blunder did that scribe let fall!
 A little good's worth more than none at all!

"What!" I imagine some one may exclaim,
 "Is it your serious and deliberate aim

To let the rising generation look
 In any other than a lesson book ?
 Would you allow the eager eyes of youth
 To read a tale that is not actual truth ?
 To snatch a respite from cube, square or prism ?
 To steal one half hour from the catechism ?"
 I answer, with no hesitating "guess,"
 But boldly, earnestly, distinctly — *Yes!*
 Ah! who remembers not Youth's happy prime,
 When first he listened to the nürsery-rhyme,
 Which told the valorous doings of Tom Thumb,
 Or those of Jack who smote the Giants dumb,
 And put the hasty pudding in his bag ?
 Or roved with Gulliver in Brobdignag ?
 Or laughed at old Joe Miller's harmless jokes ?
 Or seen, with Peter Wilkins, flying folks ?
 And then, ascending the romantic scale,
 Luxuriated o'er the *Fairy Tale* ?
 Viewing, with mental eye, along the grass,
 The Queen of Faery and her elfins pass ;
 Or on her throne, beneath some forest-tree,
 While nodding blue-bells rang out minstrelsy ?

Still — still progressing in our childish lore,
 (For still the more we read, we longed the more,)
 What joy it was to wander, mute and slow,
 Along that isle made classic by De Foe !
 To see poor Robin Crusoe, gun in hand,
 Startled to find the footprint on the sand ;
 Or mark him in his cave, with parrot rare
 Perched soberly on shoulder or on chair ;
 And then, with what a flutter of delight
 We hailed Man Friday, that prime favorite !

But the great crowning of these young delights
 Was when we first devoured the Arabian Nights !
 Sweet 't was to see the Tigris mirroring stars,
 To stroll through Bagdad's wonderful bazaars ;
 To mark the Caliph and the Vizier walk,
 And listen to some learned Dervish talk ;
 To view the mystic thread the Sorceress weaves —
 See Ali Baba and the Forty Thieves !
 And — best of all — to wander through the cave
 With young Aladdin, venturous and brave,
 Wishing for his mysterious lamp, that we
 Might rub it, and cry, "*Open Sesame !*"
 Or to sail off with Sinbad, and behold
 The valley of the glittering gems and gold !

Such tales as these are not for Youth alone ;
 Older and wiser heads their influence own ;
 For scarcely one of them, to men of thought,
 But is with some great moral lesson fraught ;
 And *if* to us they fanciful appear,
 What modern Draco would be so severe
 As by child-slaughtering code, to half destroy
 The innocent delights of girl or boy ?
 Let me be understood. — Such rare delights
 Should supersede not thoughtful days nor nights ;
 Not o'er them should be spent the studious oil ;
 Their use is to *relieve* the mental toil.
 Raise high the solid shaft — but round it twine
 The graceful foliage of the clambering vine !
 Build arks of learning — but, while floating on,
 Let banners stream and music yield its song !
 Neglect no *duty* ! — but when Duty calls,
 Let sunshine gild her sacred Temple-walls !

Change we the tenor of our random rhyme,
 Which has too long, perhaps, employed your time,
 And turning unto Fact from Fancy's Dream,
 The *Dignity of Teaching* be our theme.

“ Delightful task to rear the tender thought ;
 To teach the young idea how to shoot,”
 Sings Thomson, to poetic frenzy wrought ;
 But much I doubt if Thomson e'er set foot
 Within a school's four walls, when fifty boys,
 Or more, burst out with worse than Babel-noise,
 Putting a damper on the Teacher's joys !
 “ Delightful task !” So must it be when round
 The wheel of Education smoothly goes ;
 But wanting Order's oil, who has not found
 The Teacher's office one of countless woes ?

Yet spite of these—who takes a higher stand
 Through all the length and breadth of this fair land,
 Than he or she, who occupation finds
 In tending the plantation of young minds ?
 In city's midst,—in hamlets far remote—
 At home—abroad—they till the fields of thought ;
 Day after day they wage a steady fight,
 The dark foe Ignorance to put to flight !
 What are their weapons ? The resistless darts
 Of Truth, with which they pierce dull heads and hearts !
 What is their panoply ? not plated steel,

But patient hope and unabating zeal!
 With these they battle each succeeding day,
 Wearing health, hope and energy away!

—Ah! this broad world has heroes, nobler far
 Than those who over fields of carnage sweep!
 Who're decorated by a cross or star;
 At whose name thousand swords from scabbards leap!
 You'll find them in the Common School-house, high
 On the bleak hill-side, on forlornest moor;
 Where'er the Eagles of Columbia fly;
 From North to South—from East to Western shore!
 Watch they, and work they on their mission vast,
 And when their day of toil is overpast,
 The seed they sowed in patient hope may be
 In future generations some great tree,
 Whose branches may bear fruit and still expand,
 A glory and a shelter to the land!

Yes, great their mission! as each morning shows
 Bright visaged boys and girls in goodly rows,
 Let each School-Teacher think before him sits
 His country's future Sages—Poets—Wits!
 —That yon dull boy, the humblest of the band,
 “The applause of listening senates may command.”
 That yon fair girl, with form so frail and slight,
 May prove a Female Washington, and fight,
 And conquer too, in her own cause of Woman's Right!
 Some of the greatest men of this great land,
 Sprang to high places from the Teacher's stand!
 See Webster teaching in the Granite State;
 See Adams well content on boys to wait;
 Think, classic Everett taught a daily class;
 That Seward saw small files before him pass;
 That others—whose names cannot pass away—
 Were all school teachers in their early day!

My task is almost done; what now remains,
 Save to fling off these clanking rhythmic chains?
 But ere I do so—Parents! let me say
 You are great Teachers, though in different way;
 Within your homes—at the domestic board,
 From you a mighty influence is poured:
 If from your lips should fall a careless word,
 By childhood's sharpened sense 't is quickly heard!
 Your looks are lessons—when with them you walk,
 Listening to prattle sweeter far than talk.

What *you* may say of birds or flowers or trees,
 Will be the key-note of their sympathies !
 And is 't too much to say that Parent skill
 Can mould the child to almost what it will ?
 Let passion's lines the Parent-brow disgrace,
 They'll be reflected on the young child's face ;
 Let warm affection *Parent*-features move,
 And *infant* eyes will answer love with love !

Among the wonders which Geology
 Reveals, are traces of some former sea,
 That for a course of ages all unknown,
 Has been to human sense but solid stone ;
 Yet on that stone, impressed by viewless hand,
 Are seen such ripples as we mark on sand
 After the tide has ebb'd. *There* long ago
 An ocean's waters *had* their ebb and flow,
 And that hard *stone* was *sand*. But gradual change
 Wrought land and water wonders, new and strange !
 Assyrian and Cæsarian thrones were not—
 Dynasties disappeared, but on the spot
 Where flowed that ancient Deep o'er sandy plains
 The impressed ripple even yet remains !
 So on the tablet of the youthful brain,
 " Wax to receive and marble to retain,"
 The faintest of impressions will appear
 In after time, miraculously clear !
 By your example, in the *Home School*, you
 A work for good or ill will surely do ;
 The teacher in the school may toil for nought
 Unless *you* aid him in his work of thought :
 Uphold his hands—work *with him*, and success
 Shall your united aims and efforts bless !

Happy *New England* !—on thy frontier bold
 Here as I stand, a wanderer from the *Old*,
 I think of many a fair and foreign scene,
 'Twixt which and me, wide oceans intervene !
 But well may'st thou, oh, Pilgrim-soil, compare,
 With all which *they* can boast of good or fair ;
 —No Castles, such as tower where rolls the Rhine ;
 No Pyramids, like Egypt's marvels thine !
 Upon thy streams no Abbey shadow falls ;
 No ivy rustles on baronial walls !
 The record most remote thy annals show
 Is that one when the Mayflower "moored below."
 But oh ! *New England* : Castles, Abbeys, all

Before thy moral grandeur fade and fall !
 Glorious are Temples e'en in their decay !
 More glorious still the type, in this new day
 Of Progress, than those remnants of misrule !
 New England's glory is the *Common School* !
 And e'en the humblest, has to reason's eye
 More than the Coliseum's majesty !
 —In ancient times the youths, from hand to hand,
 Transmitted each to each a burning brand ;
 So be it ever your immortal aim
 To hand from sire to son Instruction's wingéd flame !

One more last word ! Let each one here recall
 To mind, the fact that we are scholars all !
 From the first hour when in this world of strife,
 We enter on the A B C of life,
 To that mysterious point of time, when we
 Feebly articulate the final Z,
 We're *ever* learning—subject to high Rule,
 The Times our Teacher, and the World our School.
 So learn we, that on Life's Vacation Day
 The greatest Teacher unto each may say,—
 "Earth's lessons have well profited thy heart ;
 Still higher go, and now with Angels learn thy part."

WEBSTER'S EARLY INSTRUCTION.

In a work recently published, we find a very curious piece of information, respecting the early history of our great American Orator, Daniel Webster, which is said to be taken from his autobiography, now in manuscript. Mr. Webster says :

"My first lessons in Latin were recited to Joseph Stephens Buckminster, at that time an assistant at the Academy. I made tolerable progress in all the branches I attended to under his instruction, but there was one thing I could not do—I could not make a declamation—I could not speak before the school. The kind and excellent Buckminster especially sought to persuade me to perform the exercises of declamation like the other boys, but I could not do it. Many a piece did I commit to memory and rehearse it in my own room, over and over again ; but when the day came, when the school collected, when my name was called, and I saw all eyes turned upon my seat, I could not raise myself from it. Sometimes the masters frowned, sometimes they smiled. Mr. Buckminster always pressed and entreated with the most winning kindness, that I

would only venture once; but I could not command sufficient resolution, and when the occasion was over I went home and wept bitter tears of mortification."

If this was not given as a piece of authentic history, we could hardly believe that our modern Demosthenes had ever felt any backwardness in coming forward to exercise the talent which has made him renowned.

SOME OF HIS LAST SENTIMENTS.

How peculiarly appropriate to the teacher's work are the following exalted views, uttered in his last speech, which we had the satisfaction of hearing, in Faneuil Hall:

"We seek to educate the people. We seek to improve men's moral and religious condition. In short, we seek to work upon mind as well as on matter. And, in working on mind, it enlarges the human intellect and heart. We know, when we work upon materials immortal and imperishable, that they will bear the impress which we place upon them through endless ages to come. If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble to the dust. *But if we work on men's immortal minds, if we imbue them with high principles, with the just fear of God and of their fellow-men, we engrave on those tablets something which no time can efface, but which will brighten and brighten to all eternity.*"

SCHOOL DISCIPLINE.

[From the Connecticut Common School Journal.]

It is not right to regard any sort of discipline as a convenient, or even a necessary *help* to education. It is itself the great educational process. A well disciplined mind is a well educated mind, whether it has much knowledge or little; and the mind that is not disciplined is not educated, though it is familiar with the whole route from A to Astronomy.

The true business, then, of the teacher is that of discipline. The wild colt of the prairies is unfit for gentle uses, but he may be brought to drag the plough or to be driven by a child. He needs to be tamed, but receives no new powers. The child that is to be the future citizen or lawgiver, with all his wild, untamed impulses, mental and moral, comes to the teacher.—He comes to be disciplined.

The popular idea of school discipline has reference to the whole apparatus of requisitions and prohibitions, restraints and stimulants, which are designed to regulate the pupil's habits of

study and deportment. Let us consider for the present this application of the subject, guided by the preceding observations. Among the many evils which teachers commonly seek to prevent, such as the following are prominent. Absence and tardiness, idleness, whispering, all disorderly movements in the school-room, injury to any school property by marking, cutting, defiling, &c., rudeness of speech or act in school intercourse, or in passing to and from school, vulgarity, profanity, every form of incipient rowdyism, &c., &c.

Among the objects to be secured, some of which are implied by their opposites just named, are regularity of attendance, promptness in every duty, unquestioning obedience, truthfulness and conscientiousness, earnestness, diligence, thorough preparation of lessons, neatness in dress and school-room habits, the "golden rule" as the rule of intercourse with companions and teachers, &c. These lists of school virtues and vices might be much enlarged; but, at least, those named should be watchfully cared for by every teacher in his system of discipline. And this, be it remembered, not so much to promote the business of the school-room, as because of the certain shaping those daily school-room habits, whether good or bad, are to have of individual character and destiny for this world and the next.

A system of discipline *ought to accomplish completely the object it aims at*. It should have no rules that have not been well considered beforehand. It should then admit of *no* exceptions but for the most indispensable reasons. Let down the bars to-day, and scholars will leap the fences to-morrow, and snap their fingers at all barriers the day after. The system while it lasts must be inflexible, earnest, strong, thorough. It is much easier to govern perfectly than partially, to say nothing of the clear gain in temper and comfort. Whatever is worth doing at all, is worth doing thoroughly. If an evil ought to be prevented, let the teacher deliberate *and then prevent it*. He can do it if he will. He must be patient, but determined. If any positive advancement is to be made, the matter should be well considered, then let the teacher will and act like a Napoleon. *A good school discipline is characterized by energy and efficiency.*

Government should be equable and uniform, not fitful and capricious. Scholars should know upon what they may rely.—They will acquiesce more cheerfully in a rule if it is constant, than if it is only executed occasionally. Habits of obedience makes obedience easier to render and secure. It is moreover unjust to pupils to enforce a regulation with strictness at one time, which laxity at another has led them to believe may safely be disregarded. Any scheme of discipline, to be successful, must be sure to embrace details, the "*little things*" of school life. It is utterly impossible to bring a community of

children into a happy and healthful state of discipline, or to keep them there, without the most vigilant attention to those innumerable little acts and ways which betray the disposition and tendencies. If a boy walks or sits in your room in a swaggering or careless manner, he is sure to be equally careless in his conduct in more material respects. And if by any amount of patient culture, you can establish *the principle and habit of doing every little thing in the very best way*, you may be unconcerned about his great lines of conduct. The boy is safe. If a young miss is pert or rude in speech or manners, *there is a counterpart within*; and if you regard with indifference these slight but true glimpses of the soul within, there may be much to regret at a future day. Tones of voice, carelessness in pronunciation and phraseology, coarseness and uncouthness of language, untidiness of dress, gait, attitude, &c., have the sound of "little things." But they are each signs and symptoms, and with certain index point out the path into the future. More than this. If a pupil commits a trifling breach of decorum, he thereby strengthens the impulse that prompted it, and creates a probability of greater misdoing. Let the teacher strictly take care of all the "little things" in his establishment, and the greater ones will take care of themselves. This is because the former beget the latter. It has always been so.—The oak comes from the acorn, the ocean from the little streams that trickle from out the rocks of the mountain,—this heavy pall of sorrow and death that overspreads our world from that "little act" in the garden. "Little things" are important things. There is a divinity in them. We have at times been so strongly "exercised" concerning the importance of giving more earnest heed to this subject, that we much fear we shall have to deliver ourselves of an article upon it. So enough for the present. c.

AN ACT CONCERNING THE ATTENDANCE OF CHILDREN AT SCHOOL ANALYZED.

1. The person having control shall send children between eight and fourteen to public school twelve weeks each year, six weeks to be consecutive.
2. Penalty for each violation not to exceed twenty dollars.
3. The School Committee shall inquire into the violations and the reasons, and report them in their annual report.
4. When this act is not violated; when otherwheres educated; when their pupil has already acquired the education taught in these schools; when too poor to educate their child.
5. The Treasurer of the town or city is to prosecute all violations.

A SCHEMING MASTER.

"He could not govern them; so he tacked and tickled them."

These words were uttered by an observing and influential sea captain, respecting a shrewd teacher of the Grammar School in his place. He tried to rule his pupils from true principles, at first; but this course did not make him immediately popular. He held them to a close rule of discipline in school hours, but in play, was as much of a boy as any of his school, to keep their good will. His pupils obeyed in school, because they were pleased with their teacher; and not because the line of duty demanded was right. The end never sanctifies the means. A true teacher should not play ball; should not coast with his young ladies in his lap; should not play games of chance with them, even in sport; should not go out from house to house, having "grand times;" should not frequent playing parties with his pupils; should not romp and play with his young ladies, in the school-room, after school hours; should not "get in with" a few wealthy and influential men, to the neglect of others; should not make a jest of genuine piety; should not deride the personal religion of a pupil, assistant, or fellow teacher; should not build up a reputation, by condemning authors and authorities; should not tell most of the parents, who send to him, that their children are the first in his school; should not build his own reputation, by sacrificing that of his predecessors in the school.

Should a teacher do these things, he is educating a school on wrong basis of action. A man of very limited acquirements may do all this, and be *popular*, when a gentleman of rare abilities will fail to follow in his footsteps, because he will not stoop to such low arts. Besides, such a course forms a wrong standard, both of taste and of conduct in the young. It makes caprice, and not conscience nor judgment, the umpire of their deportment. Man is too prone, already, to be ruled by impulse, rather than by the right, without the aid of a false school training.

There is far too much of this "tacking and tickling" business, in the world about us, without having our children taught it, by the example of their teachers. Such example is completely undoing to all true family discipline. It destroys the weight of all truly noble examples, of our best men. It pur-blinds the youth, as he goes forth into the world, so that he rarely forms a correct judgment of men and things, and thus falls a ready victim to their artful and designing schemes.

We want our teachers to be model men and women. The pupil should be brought up to the proper standard, and not the teacher brought down to them. It is a fact in human history,

that, while a few strike out and grow up independent, mostly of examples about them, most persons imbibe from the practical world the character and manners which they ever after bear through the world. It is, therefore, a course full of danger to employ improper teachers, because they are so apt to leave a copy of their defects in those whom they teach.

A PARENT.

New Bedford, Feb., 1855.

EDUCATION A PROTECTION AGAINST POPULAR DELUSIONS.

BY PROF. FELTON, OF HARVARD UNIVERSITY.

"THERE are peculiar circumstances in the present condition of our country, which the friends of education cannot, and ought not to shut their eyes against. We cannot look around us without a painful sense of the amount of ignorance and intellectual feebleness, for want of just education that prevails in our most enlightened communities.

"Popular delusions break out every year, which, though not so violent or general as the astrology and witchcraft of former ages, are quite as remarkable testimonies to the dangers lying in the way of ill-balanced and uneducated minds. The power of society is now generally in the hands of the enlightened, so that these delusions stop short of the rack and the stake. But fanatics, enthusiasts, and deceivers still play their fantastic tricks upon the credulity of the weaker brethren, and find an ample harvest of influence and gain in the feebleness and folly of multitudes. The mischief is not confined to the loss of time, the dangerous excitement of the nerves, the perversion of the imagination, and the robbery of the purse; but reason, morality and virtue often pay the penalty, and suffer disastrous overthrow. No degree of absurdity transcends the powers of belief in some ill-regulated minds; no personal worthlessness, or intellectual imbecility of the pretender, will open the eyes of many, blinded by ignorance, and stupefied by the juggler's tricks. He who believes that the great and good of past ages condescend to communicate with those who are neither great nor good, through the legs of pine tables, from the serene abodes of departed spirits, to help certain "mediums" get a dollar for every dupe, is exposed to any extreme of cheating which the coarsest imposter may choose to practise upon him. The knavery of these dealers in spiritual rappings is more wicked than stealing, while the intellect it displays is so contemptible, that the palmistry of gypsy vagabonds rises to dignity in the comparison.

The law, perhaps, cannot reach the crime, in its present form ; an attempt to enforce the penalties against false pretences, might aggravate the evil. To guard the community against such delusions, and to secure the happiness of individuals against such wretched and dangerous frauds, is a high function of public education, not yet fully performed. This is to be done not merely by spreading knowledge among the people, but by teaching the young how to exercise their judgment ; how to apply their reasoning powers ; how to weigh the facts, and estimate the force of evidence ; how to observe with rigid accuracy, and to report observations with stern veracity, watching against the conclusions of excited feeling, morbid imagination, or a curiosity seeking by vain efforts to grasp things hidden by the wisdom of the Creator behind an impenetrable veil. The adamant strength of reason is the shield that must be held up between the mind and these pitiable delusions.

SOME GENERAL RULES AND PRINCIPLES.

THESE rules and principles are derived from various sources. They are adapted to the wants of pupils and teachers. Such summaries may be perused when more lengthened pieces might be neglected :

RULES FOR THE TEACHER.

1. From your earliest connection with your pupils inculcate the necessity of *prompt* and *exact* obedience.
2. Unite firmness with gentleness ; and let your pupils always understand that you *mean* exactly what you *say*.
3. Never promise anything unless you are quite sure you can give what you promise.
4. Never tell a pupil to do anything unless you are sure he knows how it is to be done ; or show him how to do it, and then see that he does it.
5. Always punish a pupil for *wilful disobedience* ; but never punish unduly, or in anger : and in no case should a blow be given on the head.
6. Never let your pupils see that they can vex you, or make you lose your self-command.
7. If pupils are under the influence of an angry or petulant spirit, wait till they are calm, and then reason with them on the impropriety of their conduct.
8. Never yield anything to a pupil because he looks angry, or attempts to move you with threats and tears. Deal mercifully, but justly, too.

9. A little present punishment, when the occasion arises, is more effectual than the threatening of a greater punishment should the fault be renewed.

10. Never allow pupils to do at one time what you have forbidden, under the like circumstances, at another.

11. Teach the young that the only sure and easy way to *appear* good is to *be good*.

12. Never allow tale-bearing.

13. If a pupil abuses your confidence, make him, for a time, feel the want of it.

14. Never allude to former errors when real sorrow has been evinced for having committed them.

15. Encourage, in every suitable way, a spirit of diligence, obedience, perseverance, kindness, forbearance, honesty, truthfulness, purity and courteousness.

THE EVILS OF ABSENCE.

1. If a boy learns to feel that he may leave his duties as a scholar for trivial causes, for causes equally trivial he will leave his business when a man.

2. The time of the teacher and the whole school is wasted while this absence is being recorded.

3. The teacher's time is wasted in reading and recording the delinquent's excuse when he returns to the school.

4. He interrupts the exercises of the teacher, or some part of the school, in finding the places at which his various lessons commence.

5. He has lost the lesson recited yesterday, and does not understand that portion of to-day's lesson which depends upon that of yesterday; and such dependence usually exists.

6. The teacher's time and patience are taxed in repeating to him the instructions of yesterday; which, however, for want of study, he does not clearly appreciate.

7. The rest of the class are deprived of the instruction of their teacher, while he is teaching the delinquent.

8. The progress of the rest of the class is checked, and their ambition curbed, by waiting for the tardy delinquent.

9. The pride of the class is wounded, and their interest in their studies abated, by the conduct of the absentee.

10. The reputations both of teacher and school suffer, upon days of public examination, by failures which are chargeable to the absence and not to the instruction.

11. The means generously provided for the education of the delinquent are wrongfully wasted.

12. He sets a pernicious example for the rest of the school, and usually does actual mischief while absent.

RULES FOR STUDENTS, ETC.

1. Have all your books and school apparatus fixed and ready at least one day before the school commences.
2. Be *early* in your attendance at school.
3. Be *constant* in your attendance at school.
4. Regard promptly and cheerfully all the regulations of school.
5. While in school improve all your time with a real carefulness.
6. Be *honest* in regard to your lessons; get them *thoroughly* and by your own diligence.
7. Speak and act the truth in all things and at all times.
8. Be pleasant and accommodating to your companions.
9. In the streets let your deportment be orderly and becoming; be gentle and civil.
10. Keep your books, maps, &c., in good order and well arranged.
11. Keep your desk and the floor about it in a neat and cleanly condition.
12. Before entering the school brush the mud from your boots and shoes, and avoid everything which can render the place you occupy unpleasant to the members of the school or to visitors.
13. Cultivate carefully and constantly pleasant feelings; allow yourself only in pleasant thoughts; utter only pleasant words; exhibit only pleasant actions; and in all things manifest the spirit of Christ.
14. Finally, love God and keep his commandments, for in this you will exhibit the greatest of all wisdom and secure the most desirable of all rewards. "The fear of the Lord is the beginning of wisdom, and a good understanding have they that keep His commandments."

We give below a few general rules to youth respecting their conduct when attending school:

GENERAL PRINCIPLES OF INSTRUCTION.

There are several general principles, founded in nature and deduced from observation, but too often overlooked, which should be our guide in teaching, and of which we should never lose sight.

First.—Whatever we are teaching, the attention should be aroused and fixed, the faculties of the mind occupied, and as many of them as possible brought into action.

Second.—Divide and subdivide a difficult process, until the steps are so short that the pupil can easily take them. This is *what we call* aptness to teach.

Third.—Whatever is learned, let it be made familiar by repetition, until it is deeply and permanently fixed in the mind. The faithful application of this principle makes thorough teaching the best kind of teaching, certainly.

Fourth.—Insist upon every lesson being learned so perfectly that it shall be repeated, as everything in a large school should be done, without the least hesitation. This cannot, however, be applied in the case of very young scholars.

Fifth.—Present the practical bearings and uses of the thing taught, so that the hope of an actual advantage and the desire of preparation for the future be brought to act as motives. This principle is often neglected.

Sixth.—Follow the order of Nature in teaching whenever it can be discovered.

Seventh.—When difficulties present themselves to the learner, diminish and shorten, rather than remove them; lead him, by questions, to overcome them himself. It is not what you do for the child so much as what you lead him to do for himself, which is valuable to him.

Eighth.—Teach the subject rather than the book. The book is but an aid in acquiring a knowledge of the subject.

Ninth.—Teach one thing at a time. Advance step by step, making sure of the ground you stand on before a new step is taken.—*School and Schoolmaster.*

SINGING IN SCHOOL.

AFTER some years of experience in the use of song-singing in school, we are more and more convinced of its utility in the school-room. The school is more easily governed. The prevailing spirit is more pliant and tranquil. Also the sluggishness, so often manifest in school, is totally disposed of by singing.—In addition to this, there is a higher aim in the vocal exercises of the school-room—the cultivation of a devotional habit. Now, in early childhood and youth, is the favorable time for inspiring a devout tendency of the mind and spirit.

We take this opportunity to say, that we rejoice to see the "*American School Hymn Book*," published by Crosby, Nichols & Co., make its appearance at this favorable juncture. It should have a just appreciation in every school, and in every family. It may be had by applying at No. 111 Washington Street, Boston. The above firm have done a good work for the New England Schools in the publication of this little book. The author, Mr. Fitz, has been favorably known as one of the earliest laborers in the introduction of singing into the Common Schools of the country. In this book he has been especially successful.

THE FIGURE NINE A MATHEMATICAL CURIOSITY.

THE properties of the figure 9 are peculiarly curious, and capable of being used in a variety of operations. Not to mention the fact that the fundamental rules of Arithmetic are proved by the 9, there are among others the following curiosities connected with the figure:

Add together as many nines as you please, and the figures indicating the amount, when added together, will be 9 or 9 repeated. The same is true in multiplying any number of times—the sum of the figures in the product will be 9 or a number of nines. For instance:—

Twice 9 are 18—8 and 1 are 9.

Three times 9 are 27—2 and 7 are 9.

Four times 9 are 36—3 and 6 are 9.

And so on until we come to eleven times 9 are 99: Here we have 2 nines, or 18, but 1 and 8 are 9.

Twelve times 9 are 108—1 and 0 and 8 are 9.

The curious student may carry this on still further for amusement.

Another curiosity is exhibited in these different products of the 9 when multiplied by the digits, as follows, the products being 18, 27, 36, 45, &c.; reverse these and we have the remaining products, 54, 63, 72, 81.

The nine digits, 1, 2, 3, 4, 5, 6, 7, 8, 9, when added, amount to 5 times 9; or instead of adding, multiply the middle figure by the last, and the amount will be the mysterious nines, or 45; and 4 and 5 are 9.

One more. Let the digits as written be

$$\begin{array}{r} 123456789 \\ 987654321 \\ \hline \end{array}$$

111111110

and we have 9 ones and of course 9 once more.

Or subtract the upper series of numbers from the under:

$$\begin{array}{r} 987654321 \\ 123456789 \\ \hline \end{array}$$

864197532

Add the figures of the difference, and once more we have the five nines, or 45, or 9.

We will now multiply the same figures by 9;

$$\begin{array}{r} 123456789 \\ 9 \\ \hline \end{array}$$

111111101

and we have 9 ones again, or 9.

One of these properties is of importance to all book-keepers and accountants to know, says a writer, and which I have never seen published.

The discovery has often been of essential service in settling complicated accounts. It is this: The difference between any transposed number is always a multiple of 9; for instance, suppose an accountant or book-keeper cannot prove or balance his accounts—there is a difference between his debts and credits, which he cannot account for, after careful and repeated additions.

Let him then see if this difference can be divided by 9 without any remainder. If it can, he may be assured that his error most probably lies in his having somewhere transposed figures; that is to say, he has put down 92 for 29, 83 for 38, &c., with any other transposition. The difference of any such transposition is always a multiple of 9.

The knowledge of this will at once direct attention to the true source of error, and save the labor of adding up often long columns of figures. The difference between 92 and 29 is 63, or 7 times 9; between 83 and 38 is 45, or 5 times 9; and so on between any transposed numbers.

BEAUTY IN WRITING.

A FINE handwriting is an accomplishment whose value we can scarcely estimate too highly. To prove this to our entire satisfaction, make your survey of two fields of vision, post-office addresses, and books, both the account books of our shops and stores, and albums.

Take your stand at the pigeon-hole, as the letters are delivered to the inhabitants of a city or village. Look at the handwriting, the superscribing, the punctuation, and the order or neatness of the faces of the letters. A few are beautifully executed. The mass of letters bear a strange face.

As you call about, among the most elegant, and fashionable, and tasty of your friends, look at the Albums which occupy their various conspicuous positions. These books have performed their varied journeys among the personal friends of their several owners, and have collected poetry, prose, and autographs. The best of writing appears in the dedicatory piece, and in a few other places in each book. But examine the other pieces—blots, specks, scratches, ornamental flourishes, dashes, punctuation marks, lines, dates, names of places, initials, autographs, &c., are a curiosity to the beholder.

In order to the formation of an elegant penmanship, two hints may be of essential service. First, let the pupil begin early to handle a pencil or pen, with a copy-book before him, having a printed copy at the head of each page. This can be done by using Dunton's System of Penmanship, in his admirable series of Copy Books. Second, let him spell once each day, from the Dictionary, writing the words according to the System of Penmanship taught in the Copy Books.

By this means, the system of writing becomes the pupil's own. His writing may be peculiar to himself, but it will be elegant. His efforts will thus have a standard, by which to be graduated.

We refer to the above Gentleman's System, published by Crosby, Nichols & Co., for it is the best System and Series with which we are acquainted, though engaged in teaching several years.

"GLEANINGS FROM THE POETS," published by Crosby, Nichols & Co.

This volume is compiled from very choice selections, of above eighty different sources. Here you find grouped into one scene, the chief poetic beauties of the language. The compiler has arranged her vase with due regard to taste.

The book is equally adapted to High Schools and Families. If the young are not taught, in the family and the school, to appreciate such literary gems, they rarely ever form the appetite for them in later years of life.

JOURNALIZING IN SCHOOL.—The habit of Journalizing in a school, during youth, produces the following results in later life:

First. A fine style of penmanship.

Second. Promptness of composition, and rapidity in recording thought.

Third. Greater accuracy in thought.

Fourth. Facility in acquiring knowledge, and certainty of retaining it.

Fifth. Greater influence in imparting the riches of thought.

Sixth. Renders our life more important in our own eyes.

Seventh. Makes a person more reliable, and less impulsive in his thought and manner.

Eighth. Facility in recalling the facts and events of past life, for use, of which John Quincy Adams is an eminent example.

Ninth. An extensive record of one's own life, from which the next generation may know what we have been and done.

Crosby, Nichols & Co. have blank books, with introductory remarks, to aid the pupil in his work of Journalizing. It should be in the hands of every youth of our schools, both old and young.

THE POWERS OF LETTERS, OR THEIR NAMES.

In the January number of the Teacher is a prize Essay in which this subject is alluded to in a singular manner. The writer recommends teaching the names of the letters first, postponing the analysis of their power to riper years, and yet says that we are never to pronounce a word for a child, but require it spell it out for itself.

The two recommendations are perfect antipodes of each other. It is an absolute impossibility for the child to discover the sound of a word from the names of its letters. For instance, the names of the letters a, t, make only the word eighty, and you are forced to tell the child that it is not eighty, but *at*. If now he spells and pronounces the word *sat*, it is not through the knowledge of the names of a and t, but through the knowledge of their powers learned by induction from the word *at*.

Teachers who have used Mr. William D. Swan's method of teaching the powers of the letters first, as developed in his Primer, will never consent to return to the unphilosophical and tedious mode of a, b, ab; and teachers who have used a phonetic alphabet will never begin with the common alphabet at any rate, either with power or names. H.

HOW TO RUIN A SON.—1st. Let him have his own way.

2d. Allow him the free use of money.

3d. Permit him to roam where he pleases on the Sabbath.

4th. Give him full access to unprincipled company.

5th. Call him to no account for his evenings.

6th. Furnish him with no stated employment.

Pursue either of these ways, and you will experience a most marvellous deliverance, or will have to mourn over a debased and ruined son. Thousands have realized the sad results, and have gone to the grave mourning.—*Mother's Assistant*.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... Boston.	RESIDENT EDITORS.	ELBRIDGE SMITH, Cambridge.
C. J. CAPEN, ... Dedham.		E. S. STEARNS, Framingham.

THE Local Editors of the "Massachusetts Teacher," authorized by the Board of Directors of the State Association, have procured a room of Messrs. Ide & Dutton, No. 106 Washington street, Boston, where they will hereafter hold their meetings.

The locality affords as good convenience for a Teachers' Exchange as can be found in the city; it is central, especially so with reference to the book-trade of New England, and it is most conveniently accessible to teachers from abroad. The Office of the Local Editors of the Teacher will prove a desirable place for the meetings of teachers and Directors of Teachers' Associations, whether for social or business purposes, and they are invited to avail themselves of its facilities. Here will be found the newspapers, and all of the educational periodicals of the United States and of other countries, which constitute the exchanges of the "Massachusetts Teacher."

Messrs Ide & Dutton offer unsurpassed facilities to teachers and others wishing to procure school-books, maps, illustrative apparatus, and miscellaneous educational works. We have heretofore had occasion to refer to their excellent collection of maps, both ancient and modern.

The above mentioned advantages, with an experience of eleven years devoted to the educational branch of the book-trade, and their well-known promptness in attending to the wants of their customers, render this firm, in every respect, worthy of patronage.

Οὐδεὶς ἀγεομέτρητος εἰσέλτω.

"LET NO ONE ENTER WHO IS DESTITUTE OF GEOMETRY."

THE above inscription is often quoted as having been placed by Plato over the entrance to the Grove of Academus, and is considered as settling the question of the importance of Geometry in the work of education. We have no disposition to undervalue the importance of Geometry, but we must beg leave to protest against the use of this inscription for the purpose above mentioned. In the first place Plato has the reputation of having written excellent Greek, and this is notoriously bad Greek, and such as Mr. Macaulay would say "no school-boy could use without imminent danger of a flogging." We were not a little surprised to find this sentence quoted as genuine

Platonic Greek in Dr. Whewell's recent discourse on the Influence of the History of Science upon Intellectual Education, and were led to question the grounds of our objections to its authenticity. We are not inclined to enter into any controversy with the learned Master of Trinity College on classical topics, nor have we any fears that any scribblings of ours will lead to any such result. We fear, however, that the Master of Trinity has forgotten a review of his former "Thoughts on the Study of Mathematics as a part of a Liberal Education," by Sir William Hamilton, in which the spuriousness of this sentence was distinctly noticed, and that he is equally unmindful of the classical teachings of his own Fellows in Trinity. In a little work, entitled "Constructionis Græcæ Præcepta," by John W. Donaldson, late Fellow of Trinity College, Cambridge, and now Master of Bury St. Edmonds School, the spuriousness of this passage is also noticed.

The genuineness of this epigram cannot be defended, either upon internal or external evidence. It is a fundamental law of the Greek language that the particle $\mu\eta$ and its compounds should be used in all prohibitions. See the Thesaurus of Stephanus, vol. 1, p. 804 D ; also Buttman's Greek Grammar, § 148, or any respectable Greek Grammar, on the same subject. We may safely, therefore, set this sentence down as one of those remarks of Plato which he never made, at least, in the form above stated.

E. S

"A CATALOGUE OF BOOKS, MAPS, CHARTS, AND SCHOOL APPARATUS, published, imported, and for sale by *Ide & Dutton*, at 106 Washington street, Boston." Boston: 1855.

This is the most complete catalogue of school apparatus (excepting, of course, the several departments of experimental philosophy,) that has fallen under our notice. It is a well printed pamphlet of 72 pages, and is exceedingly creditable to the enterprise and taste of the publishers, Messrs. Ide & Dutton. We should be glad to notice the several departments of this catalogue in detail, but our limits will only permit us to speak of the Maps, Charts, Atlases, &c., which they offer for sale. This department comprises a little more than twenty pages of the catalogue, and as we think the most complete list of cartographical publications that has been offered to the American public. We would call the attention of teachers especially to this catalogue. Those who have felt the want of a good atlas, or mural map, (and what American teacher has not) will here find that want supplied. Bauerkeller's maps in relief, ought to find a place in every school-room. Kiepert's and Spruner's

maps are as perfect in their kind as any that have been published in this country or in Europe. It is quite a convenience to teachers in New England, that they can here avail themselves of all the maps in all their various forms which have been published in the Old World. It is so great a convenience, that we think there is some obligation resting on teachers to patronize a house which furnishes all the productions of England, France and Germany, as reasonably as they can be imported. Why should we be under the necessity of obtaining all our Maps, Charts, &c., from the continent of Europe, through foreign houses in New York? They can be afforded as cheaply in Boston as in New York. Boston boasts of being the Athens of America, and why should she not glory also in furnishing as liberally as any city, the means for the study of the liberal arts. We not unfrequently meet with some fine map or chart, or some new edition of some classic author, and on inquiring whence it was obtained, are informed, through Messrs. _____, of New York. Now we have no jealousy of our sister city. She has "ample room and verge enough" in the great educational marts, which are afforded in her own immediate vicinity. Most gladly shall we obtain these educational luxuries and necessities there, if they cannot be obtained more *cheaply* in our own city. But there is another reason why we are glad to see all these conveniences for sale in Boston. There are many teachers in New England who do not often visit New York, and are consequently ignorant of the facilities which are offered to them there from the great marts of Europe. Let us then patronize the gentlemen who are endeavoring to furnish just such a place in Boston as we have spoken of. Without making any complaint of New York, we may say that we have known instances in which the same articles have been afforded more cheaply in Boston than in the Empire City. We take great pleasure in bearing unsolicited testimony to the courtesy and promptness of Messrs. Ide & Dutton. We invite teachers to call and get a copy of their catalogue, and look over their assortment, not so much for the sake of patronizing them, as for the purpose of improving themselves and their schools. The more they sell, the more complete will their collections become, and the greater the service which they will be able to render the cause of education.

E. S.

PUNCTUALITY. It is said of Melancthon, that when he made an appointment, he expected not only the hour, but the minute, to be fixed, that no time might be wasted in the idleness of suspense; and of Washington, that when his secretary, being repeatedly late in his attendance, laid the blame on his watch, he said, "You must either get another watch, or I another secretary."

BARNSTABLE COUNTY EDUCATIONAL
ASSOCIATION.

THE adjourned meeting of this Convention was held in Provincetown, December the 28th and 29th. The weather was exceedingly unpropitious, but there was yet a large assemblage of ladies and gentlemen interested in educational matters. In the absence of the President, Mr. Brooks, the chair was taken by the Vice President. The Rev. Robert McGonegal, M. A., Daniel Leach, Esq., State Agent, and J. B. Tallman, Esq., of Pawtucket, R. I., attended the convention. Other gentlemen from a distance had been expected, but were detained by the weather.

Mr. Tallman addressed the scholars and teachers, and in a very happy manner conveyed many valuable suggestions. His remarks were listened to with profound attention. It was voted that all persons present be invited to take part in the deliberations of the Convention.

The Rev. Mr. Myrick, of Provincetown, addressed the Convention in opposition to the rule recently adopted by the Provincetown School Committee, by which a pupil that absented him or herself three times consecutively, without showing reasonable cause, should be expelled during the remainder of the session. Messrs. Leach and Tallman supported the rule. The Convention then adjourned.

AFTERNOON SESSION.

Mr. Tallman addressed the High School pupils, in their school-room, on the importance of the study of music. At two o'clock, the Convention resumed its sittings. The Committee on Topics, consisting of Messrs. French, Paine, and Comey, was chosen. The following resolutions were offered:

Resolved, That it is the imperative duty of parents to ascertain, by frequent personal visits to the school-room, what their children are doing.

Resolved, That the parent ought to support the teacher in carrying out the rules and regulations, to promote the order and interest of the school.

Resolved, That the highest interests of our school demand that no scholar shall be dismissed therefrom till the close of its session, except for sickness.

Mr. French, Teacher of the Grammar School No. 3, spoke to the first resolution, which was passed; the other two were passed subsequently.

Mr. Godfrey, Ryder, and Mr. Comey, of Grammar School No. 2, supported the first resolution.

Mr. Leach then addressed the Convention on "The motives that should influence parents to secure the benefits of education, and the means to be used." The lecture was lucid and convincing, and elicited general approval. The Committee then took up the resolutions introduced by Mr. French.

Dr. J. N. Stone, of Wellfleet, in an invincible address, insisted on the necessity of parental visits to the schools. He was listened to with great attention. Mr. Godfrey Ryder sustained the third resolution (with reference to dismissal.) Mr. Stone, of Provincetown, urged the necessity of the teachers visiting the parents; for his own part, he had never experienced any difficulty in appealing to parents. One of the chief difficulties, he thought, was the want of obedience at home.

EVENING SESSION.

Prayer by Rev. Mr. Myrick.

An address was given by Dr. J. N. Stone, of Wellfleet, on the Relations of Parents to Children. The physical and mental relations were ably explained, and the scientific portions of the lecture were most happily relieved by those flashes of the humorous peculiar to Dr. Stone. After some music from the scholars, a rather sharp discussion ensued with respect to the dismissal rule. Mr. James Gifford, one of the School Committee, in an extremely clear and lucid speech, explained and vindicated it. Dr. Dudley considered the resolution a very harsh one, that it acted unjustly on both parent and child, and on the child, too, when the parent was in fault. The Rev. Mr. McGonegal spoke briefly in vindication of the rule, and dwelt on the great inconvenience which resulted to the majority of the scholars from the non-attendance of a few. His remarks were clear and convincing. Capt. Small was opposed to the rule. Mr. Rufus Thacher, one of the School Committee, very ably defended the rule, and successfully refuted misrepresentations concerning it. The exercises were closed by a beautiful and elegantly written Poem, by Dr. John Ross Dix. The Rev. Mr. McGonegal made a few remarks with respect to the Young Men's Institute, recently established in Provincetown, under the superintendence of E. S. Whitemore, Esq., a legal gentleman, who recently graduated at Dane Law School, Harvard University, Cambridge.

SECOND DAY — FRIDAY.

Prayer by the Rev. Mr. Sanborn.

The discussion on the School Committee's Rule was resumed, in which Dr. Stone, of Provincetown, Mr. James

Gifford, Mr. G. Ryder, the Rev. Mr. Sanborn, Capt. Manuel, Mr. Leach, Mr. N. Freeman, the Rev. Mr. Myrick, and others, took part, the latter stating that he was no longer opposed to the rule. Dr. Dudley again expressed himself strongly against the rule.

The Convention, after some slight discussion, again adjourned.

AFTERNOON SESSION.

After singing by the scholars, Mr. Leach very ably addressed the Convention, on the Methods and Modes of Teaching. We regret our space precludes an insertion of this very admirable address.

The Rev. Mr. McGonegal followed with an extremely eloquent and logical lecture on the Practical Educator, which we trust ere long to see in a less ephemeral form. It was replete with force, fervor and truth.

In the High School room, at half-past one o'clock, addresses to the scholars were given by Mr. Whitmore and Mr. French, Teachers.

Votes of thanks were tendered to Messrs. Leach and Tallman for their addresses, and to Dr. J. R. Dix for his poem; which poem, it was further voted, should be printed for distribution in the March number of the *Massachusetts Teacher*.

EVENING SESSION.

Mr. Nathan Freeman, President of the Provincetown Bank, in the chair.

The services were, as on the former evening, held in the Central Methodist Church. The Rev. Mr. Sanborn delivered a lecture on Individuality. For a previously mentioned reason, we can only say of the address that it was replete with original thinking and sound logical deductions. After some music, a lecture was delivered, at the request of the colleagues and the Convention, by a member of the Association and a teacher in the town, on Educational Influences. He said, in opening his discourse, he felt that it was unfortunate for him to follow the able public speaker who had preceded him, inasmuch as it would furnish a practical illustration of one branch of his subject, that some persons got out of their proper spheres of action, as the audience would discover before he had concluded. At the conclusion of this address, Mr. Paine, of Grammar School No. 1, briefly and eloquently addressed the audience on the expediency of parents and teachers holding friendly meetings, for the purpose of deliberating under the subjects connected with their mutual

interests. A vote of thanks to Messrs. McGonegal, Sanborn, and the lecturers of the evening, was then unanimously passed. Exquisite singing by the members of the High School, who attended in a body during the whole of the sittings, concluded the exercises. The appearance of these pupils spoke well in the extreme for these young gentlemen and ladies. We must not omit to record our sense of the hospitality and warm-heartedness of the people of Provincetown who attended this, the first convention held in the place, in large numbers, and evinced the warmest interest in the proceedings. Altogether, a more successful meeting we have seldom had to chronicle. The Convention, on the motion of Mr. Comey, adjourned *sine die*.

F. N. BLAKE, *Secretary*.

INTELLIGENCE.

Osgood Johnson, Esq., late principal of Warren Academy, Woburn, Mass., has been appointed Master of the Public High School in Worcester, Mass., in place of George Capron, Esq., resigned.

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TEACHERS' INSTITUTES.

At Littleton, March 26—30.

At Bridgewater, April 2—6.

THE
MASSACHUSETTS TEACHER.

Vol. VIII, No. 4.]

By THE RESIDENT EDITORS.

[April, 1855.]

UNTRUTHFULNESS IN SCHOOLS—ITS PREVENTIVE AND REMEDY.

“It (teaching) has all the interest of a great game of chess, with living creatures for pawns and pieces, and your adversary, in plain terms, the devil; truly he plays a very tough game, and is very hard to beat, if I ever do beat him.” DR. ARNOLD.

THE faults of men are on a grander scale than those of children; this is the rule. Exceptions exist, it is true; yet, to a man of strong character, but of rude tastes and uncultivated manners, peccadilloes give an air of boyishness, not to say of effeminacy. For the boy to rob, and the man to steal, would be to reverse the laws of natural development; for the boy to lie, and the man to perjure himself, is the ordinary growth of sin grafted upon character. Our schools, therefore, are the nurseries of faults, rather than of matured offences; of faults, as we call them, because their indirect effects are trifling, but, estimated by any other scale, sins of exceeding magnitude.

The form in which the childish propensity to evil makes its appearance, is mainly untruthfulness. That untruthfulness is universal, none who are brought into close contact with men or children can deny; that it is more prevalent with adults than with the young, I do not need to prove. The faults of men are manifold, those of children less numerous in kind. Untruthfulness in its Protean forms is the salient point in the sinful side of the young. As discernible on the first as on the seventh day of the week, no amiability is so pure that it does not conceal it, no filial love so strong that it does not shelter it. Falsehood falls from the lisping tongue of the child, and lurks in the more guarded words of the youth, at the threshold of man's estate.

interests. A vote of thanks to Messrs. McGonegal, Sanborn, and the lecturers of the evening, was then unanimously passed. Exquisite singing by the members of the High School, who attended in a body during the whole of the sittings, concluded the exercises. The appearance of these pupils spoke well in the extreme for these young gentlemen and ladies. We must not omit to record our sense of the hospitality and warm-heartedness of the people of Provincetown who attended this, the first convention held in the place, in large numbers, and evinced the warmest interest in the proceedings. Altogether, a more successful meeting we have seldom had to chronicle. The Convention, on the motion of Mr. Comey, adjourned *sine die*.

F. N. BLAKE, *Secretary*.

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Is it the fault of the parent and teacher, that falsehood often, and prevarication almost always, are looked upon by the child as venial offences, far less culpable than swearing, stealing and Sabbath-breaking? To our shame we must confess it; and every teacher owes it to himself, to the world, and to his God, to look within him, and see how far the evil can be remedied by him. I do not suppose that any teacher entertains the idea distinctly defined, that untruthfulness is any less a sin than others of the youthful category, but its universality causes the thought to be practically forgotten. Children early conceive that truth can be sacrificed without great harm to the conscience, and manhood but gives strength to the conception.

The main reasons why the sin of untruthfulness is so little regarded among the pupils of our schools, are mainly the prevalence of the thought that falsehood is not strongly discountenanced by the language of Scripture, the universality of the motives which induce it, of the times which admit of it, and of its practice among those who should give the full force of their precept and their example against it. Some of these are not capable of control by human exertion; over some, individual effort can exert a modifying influence. What the Scripture teaches, theological zeal and research may show; what of truth our lives should display, we should make manifest in them, but we cannot sway those exterior motives which tempt at all places and in all times, and which are strong enough to draw the race from the way of perfect truth, not sparing the youngest and most cherished in our schools.

Of the universality of the motives which induce to untruthfulness, and of the times which admit of it, I will say but a word. Plainly they lie out of human agency. So long as the world is constituted as it is, so long as the will and judgment of the child rebel against the will and judgment of the parent, so long as there exist counsellors of evil and objects of covetous desire, just so long will those desires of the child which in the man would appear in deep-seated malice, stealth, and robbery, be smothered in the cloak of untruthfulness. Sabbath-breaking can at best be done only one-seventh of the time; successful thieving must be accomplished in moments of darkness or in situations of seclusion; God's name is commonly taken in vain in the presence of men, and under circumstances which demand a show at least of passion; a quarrel of words or an encounter of blows cannot exist without the participation of at least two; but untruthfulness may intrude upon all days and into all hours; may be practised among throngs of men, or be sheltered by the isolated heart; may go forth in spoken or written words, by night or by day, prompted by violent rage or by silent malice.

Whatever is common, is lightly regarded ; and thus it happens, that while great stress is laid upon the sin which must be occasional, that which meets us every day passes as a venial offence, as involving less criminality. Thus it is that untruthfulness permeates all words, all actions ; thus it is that it creeps into our schools, manifesting itself in underhanded deceit, artful suppression of the truth, skilful prevarication and open falsehood.

But the stronger the motives which induce to untruthfulness, the more universal the times which admit of it ; and the more forcible the temptations to think lightly of it, just so much the more becomes it our prerogative as teachers, as men whose great duty it is to present to the eyes of children a spotless example, and to instil into their hearts precepts of purity, to struggle earnestly and manfully against the crying evil of our schools. To none more than to us is addressed the command, "Be ye therefore perfect, even as your Father which is in heaven is perfect." While the mind is pliant, while the habits are taking root, while principles and tendencies are developing, then it becomes the task of the teacher to straighten the twig, to dress the field, and make all things ready for a harvest of manly piety and brave persistency in good. We have not so much to do with ethics as with practical morality. While we are thankful for the aid which Reid and Stewart, Locke and Browne have given us in laying deep and firmly our foundation, we will look to our Master and our elder Brother for sympathy with us in our work, and so go trustfully on and rear the superstructure. Once the teacher was expected but to impart crude knowledge ; in later days he has been allowed to give culture to the taste, and strength to the intellect ; but now it is his glorious privilege not only to do all this, but to give grace to character. Let us not be forgetful of our high calling.

It is not my aim in this essay to labor after any untried method to banish untruthfulness from the school-room, but to show that we have the key in our possession which will unlock to us all the treasures which we seek. The tools we use are good ; the trouble lies in this, that we are bungling workmen. Complaining of our tools, we but confess our own want of skill.

It is folly to suppose that we can reduce all who are under our charge to the inane piety which is the result of thin blood or poor digestion. No course of training can render all pupils inoffensive and uncomplaining. I should be the last to wish that children should lay aside their youthful sports, and assume, in hours devoted to mirth, the sedateness of mature years. For one, I must say, at the risk of giving offence, that I most heartily deprecate those books, which, under a pretence of teaching early piety, present some example of insipid excel-

lence propped up by disease. No; piety is not girlishness, and those men do not "render to Cæsar the things which be Cæsar's," who laud that feeble virtue which has no temptation to fall, but award no praise to ruddy cheerfulness, to boyish ardor and uncompromising truthfulness.

In our schools we have to build on human nature, with its firm rocks, here and there its shifting sands. We are not to look for, and we should not be disappointed if we do not find, much of that quiet acquiescence, that tame submission to authority which is not compatible with spirit enough to tell a lie, and hardly so with ability enough to frame a deceit. We are to meet with zeal and slothfulness, with intelligence and dullness, with the proofs of this parent's care and of that one's neglect. We have to *educate* the human heart to truthfulness by a natural process.

And the first thing which we should bear in mind is this, that scholars are capable of appreciating the excellence and the beauty of truthfulness. Indeed, I suspect that boys under good instruction at home, have as keen a sense of this beauty as adults. That remark of George Washington, "I cannot tell a lie, father," would have struck a brother with the same power as it fell on that father's ear. I am not authorized by experience to claim for boys a quicker realization of the beauty of which I speak, than men generally possess, though I see not how that claim could fail to be sustained. Boys have little appreciation of the merit of intellectual power or sagacity, but much native candor, and, in most cases, generous inclinations. In reading such a work as Dickens's *Old Curiosity Shop*, the man will have his sympathies enlisted in favor of the sublimed but lying Quilp, while the boy will lose sight of his ability in contempt for his dark deceit, and will look with admiration on the native truthfulness of Kit Nubbles. If we look at any instance in our personal history, when as boys we saw our schoolmate tried by temptation, and then by one bold effort rise superior to it, and speak the truth with fearlessness, we cannot fail to recall our admiring sympathy. It is a libel upon childhood to assert that it is more pleased with cunning than with frankness. Girls have less openness of disposition than boys, it is true; but we may rely on this, that both boys and girls will be inwardly drawn more closely to that companion who is always truthful, than to the one who is habitually false.

If we recognize the truth of this; more than this, if we *feel* it, it may greatly modify our conduct as teachers. We are too apt to think that children highly prize and secretly extol the ability to deceive, but we greatly err when we assert that the cause of this estimation is their proclivity to falsehood. I would not arrogate for children a larger share of virtuous prin-

ciple than they possess, but I would insist that their admiration of the ability which can frame a deceit capable of eluding the teacher's penetration should not be confounded with the love of untruthfulness.

And here I would turn aside a moment from my direct course, but not from my main subject, in order to condemn the habit so common, I might almost say universal, of winking at prevarication, and the suppression of truth, and of entertaining the appearance of being deceived, in order to avoid the necessity of inflicting punishment. Perhaps of all the evils of the school-room, this is the worst. In this, the teacher plays the liar's part, and offers too a direct bounty on untruthfulness. We must not expect too much from children. They naturally regard the teacher as one set over them as their governor; they are strongly tempted to think of their position relative to his, as that of two rogues, each trying to outwit the other, and when the teacher, in order to avoid trouble, and make his own labor light, is willing to grant them the consciousness of advantage, he is giving a stimulus to untruthfulness whose power he cannot measure. As the teacher values his influence, he should follow up at once, no matter at what sacrifice of intellectual instruction, every instance of deceit, however trivial.

He cannot labor too earnestly to remove, in the minds of his scholars, any distinction which they may be inclined to make with regard to the degrees of sin involved in falsehood, prevarication, and the suppression of truth. By making the punishment the same for all, he should earnestly inculcate the equality of these offences. I apprehend that we cannot weigh the amount of evil done by those teachers who use such expressions as "a great lie," "a formidable falsehood," "a gross prevarication." The tendency of all such phrases is to make the widest deviation from truth the standard, and not perfect purity of thought. Our children must feel that, if a distinction must be made, the "greatest liar" is not he who, from habit, drops broad falsehoods from his tongue, but he who, with his own will, first steps, be it never so slightly, from the way of truth.

Acknowledging that children are naturally quick to mark truthfulness in their companions, and ready to admire it, we can but confess it our duty to do all in our power to train them to a constant and high estimation of its value in themselves. While we are prompt to punish those who are untruthful, we may call repeated attention to those instances, in ancient and modern history, where men of all nations, and of every creed, have given their testimony to the beauty of truth. Why should we read, in our schools, of Darius and Fabricius,

Scævola and Cato, unless we are to profit by those words of theirs, which show how fair a thing is truth, and what a gem it is to set off even the heathen character?

And not only should the teacher call his pupils' attention to examples drawn from actual biography, but he should also, by the exercise of a little imagination, present to them situations of temptation in which they may find themselves placed. Let him picture the victory of truthfulness, and show that such a conquest, though bloodless, involves much power, and frequently is as great in its effects upon individual character as those of nations upon history. What physical courage is, boys feel intuitively; what moral courage is, they can be made to understand. The great reason why boys and boyish men have no appreciation of moral courage is, that they so rarely exercise it, and take occasion to test its worth.

When a child has arrived at such maturity as to see the excellence of moral courage in others, which, as I said in the outset, is at an early age with boys under a judicious mother's care, the teacher must devise ways to call the power into practice. This step requires much discretion. If taken wisely, it will give great solidity to the scholar's character, but if hastily, it may shipwreck a soul. There should no strong temptation be put before the child, but rather an opportunity to speak the truth with manfulness. An instance of what I mean would be this. James comes to school, some morning, tardy. His heavy tread and swollen eyes tell the story of oversleeping. How often have I seen the next step of the teacher missed! He tries to remedy the evil by throwing ridicule upon the boy, and holding him up to the laughter of the school. And so he bluntly asks, "Well, James, how is this?" The boy of course gives no answer. Indeed, none was wished. "Not up early enough, were you?" The boy sullenly answers "No," and the scholars laugh. If punctuality is to be purchased at the cost of candor, give me the latter. The truth, spoken as it has been by the boy, has no merit. It hardly deserves so high a name as truth. How much better for the teacher to ask, in a pleasant way, if he wishes to allude to the cause of tardiness, "James, did you see the sun rise this morning?" and, in nine cases out of ten, the answer will be a ready "No, sir." The antithesis involved in the question gives it point, and, while sharp, it does not rankle. If the boy is a tried one, I would ask, in a manner which would demand but one answer, "Have you any excuse to plead, James?" A boy of real moral courage will answer with a willing "No, sir," while one who has not been trained to a ready and truthful reply, will perhaps speak the syllables, but in such a manner as to convey the impression that he has an excuse, but lacks moral courage to state

it. Teachers do a great wrong to the child by asking, in such a case, "James, what is your excuse? for the silence which must follow is perilous, thrice perilous, to his truthfulness. No questions should be asked in the school-room which do not demand a ready answer. By always giving such, the teacher may open a fine field for the culture of moral courage, while, by taking the opposite course, he oftentimes stimulates the youthful mind to search for foundationless excuses, and even to utter deliberate falsehoods.

I have already arrived at the limits which I assigned to myself, but the magnitude of the subject, and the many wrong directions which the injudicious teacher takes in dealing with this formidable enemy, untruthfulness, constrain me to add a few words more.

I would utterly condemn the habit, which is so common, of praising the child who is truthful. I do not say that I would not blame him who is untruthful, but would censure with words, and punish with blows, if these were needed. But the laudation of a pupil's honesty will never establish truthfulness on a right basis. It may ensure some good results, but those same results should spring solely from a sense of duty. There is to be no teacher through life to encourage and praise. The reward is to spring up in the *man's* breast, and so should it in the *child's*. The sense of duty is not all-powerful in a child, it is true; nay, it is weak; but, cherished by a teacher's constant, and not only constant, but zealous efforts, even in the child it may blossom and bear good fruit. It is by no means *absurd* to pay a child in dollars for reading the Bible through, for a passage may strike the mind and modify the life. It is not *absurd* to hire a child's candor and pay for it with praise. But if we can have the Bible read, and the truth spoken, in other ways, more noble, nay, more godlike, let us by all means use them.

Great discretion must be used in trusting children. Many read the words, "It is a shame to cheat Arnold; he always believes us," hurry to their schools with the false interpretation which they give them, and follow them with as much discrimination as success. O that teachers could be warned off from this dangerous ground! Would that they might see all of Dr. Arnold, his school and his character, before they interpret his words. This placing of young minds in positions of danger, this expecting of them to stand alone while at best they can but totter, this risking of character on the probability of giving it strength,—would that our teachers might realize its peril. Where one mind comes out unharmed, two are maimed for life.

If we would be able to say to our pupils, as Dr. Arnold said, and said successfully, "*of course*, I believe you," it

is not enough alone to give our full confidence. The heart of a child is willing to respond to a trust, but it must not be too sorely tempted. To be able to leave our school rooms for a minute or an hour, and feel that the order of the room is safe in the honor of our scholars, to be able to realize that we are dealing with minds not impregnated with deceit, but open and frank, more is demanded than the yielding of implicit confidence. If the teacher would be confided in as he is confiding, he must earn it by unfaltering faithfulness, and the possession of his own heart in purity. After all, we fall back at last upon this great principle, that, for the teacher to have truthful pupils, he must himself be truthful. His excellences of mind and heart will be repeated in the generation under his charge, and so too will his faults. Not his words alone—his whole demeanor, his whole aspect must be truthful,—truth-full, not truth-showing. No assumption of a forced dignity should give rise to the charge of hypocrisy; no artful displaying of his school should unmask, to those young but quick eyes, his own blackness; no attempts to hide his own faults, and to conceal his own deficiencies should awaken the suspicions, or repulse the sympathies, of those young hearts. If he would have his *precepts* effective, he must have his *example* faultless. With a firm reliance on a power higher than man, with a watchful and persistent determination to build up in himself a truthful, holy character, every teacher, whatever be his intellectual acquirements, may teach powerfully and effectively, by precept and illustration, how fair a thing is truth; may do much to rear up minds which can abide the day of temptation, and give strength to the falling. When we punish our pupils for untruthfulness, let us ask whether we are ourselves truthful; when we instil “line upon line and precept upon precept,” let us question ourselves, and answer truly, whether we are giving the seal of a high and holy example;—for without this, untruthfulness can have no preventive, no remedy.

CHILDREN IN BAVARIA. The King of Bavaria has decreed that no children, aged less than ten years at least, and who have not received elementary and religious instruction, shall be employed in manufactories; that they shall not be occupied more than nine hours in the day, and of these three shall be passed at school; that the children shall be continually under surveillance, and that, if possible, the two sexes shall be kept separate.

TEACHING FOR A LIFETIME.

WHOEVER attempts to master an art, or to learn a trade, does so with the fixed purpose of making it the business of his life. The man who prepares himself for the counting-room, or enters on the practice of medicine or of law, or assumes the sacred duties of the gospel ministry, fully intends to give up his whole life to the profession of his adoption, and cheerfully devotes to it his highest energies. But it is a rare sight to see any one thus deliberately devote himself to the business of *teaching* for life. We *do* sometimes see gray-haired men who have spent their lives in teaching; but investigation will generally show that this has resulted rather from necessity, or from the force of peculiar circumstances, than from settled choice. Is teaching, then, an employment of so little account in the eyes of the world, and so entirely destitute of attractions? Are its rewards so meagre as to discourage the throng of eager aspirants for wealth or the world's honors, or even for usefulness, from entering its ranks as soldiers enlisted for the campaign of life? What motives have most influence with the young, fresh and vigorous mind; what circumstances are most potent to decide it, in that momentous thing, the choice of a profession? When, in his emergence from boyhood, the first thoughts of active exertion as a means of securing independence gradually take hold of a young man's mind, what is more natural than that he should take the living examples of successful and happy men around him, and, comparing one with another, should draw conclusions which will direct his taste and determine his choice? Thus, many a youth has looked with admiration on the kindly face of his family physician, and felt that, when he should grow to manhood, *he too* would seek to gain the universal love and esteem which fall to the lot of the good and kind men who minister to the physical ills of life. Or perhaps he has felt, from the example before him, how sweet the reward of the faithful pastor's labors, in the affectionate care and unselfish love of his flock; and thus has been sown the seed, which, in its after-blossoming, has made him an ambassador of Heaven to man. Equally powerful in directing the mind, undetermined which department of life's labor it may enter with most advantage, are the examples of the earnest and successful artist, or man of business, around whose pathway, mingled with life's cares, which none may hope to escape, are strewn many sweet and beautiful flowers, which, like the luxuriant vine, cover up the rude trellis-work of life with their exuberant verdure and budding blossoms. But who ever knew a youth sufficiently attracted by the exam-

ple of a faithful and self-denying teacher, to desire to endure the multiplied and vexatious trials to which he has seen him daily subjected for years? especially when he reflects that, for this, his reward, as the world reckons it, has barely sufficed to meet the necessities of existence, and that he must inevitably go down to the grave, leaving his family to battle with that poverty which his strong arm has, in his lifetime, warded off with so much difficulty. But it is said, all teachers are not thus unfortunate. Ay, but the exceptions are but as light-houses, sending forth their feeble glimmer into the darkness, only to make it more palpable. Here and there, we see a teacher, or hear of one, who has had the good fortune to fall among sympathetic and appreciative minds; who has not only had kindness and sympathy to cheer his pathway, but that which, in spite of the cold reasoning and philosophy of those who never felt its need, is the weightier argument,—an abundant pecuniary support, enabling him not only to enjoy some degree of the comforts of life, as it passes, but to provide for his dear ones against the afflictions of sickness and death, as other men do, and as it is *his* right to do.

But it is matter of daily observation that the lives of the mass of teachers hold out little that is inviting to such as feel not the value of their inward peace, offer few inducements to those who would not hedge up life with stern duties, and rest satisfied, if the full recompense is deferred to eternity. The duty of treating the teacher as men of other professions expect to be treated, and of cheerfully awarding him his proper recompense, has been, and is yet, sadly neglected; but every passing year makes us more hopeful that a good time is coming, even for the teacher, and that, before this generation shall all have passed away, his profession will have so nearly assumed its proper position among other vocations of honor and usefulness, as to present to the young mind many inducements to a lifelong service. Then shall we see, more frequently than now, men of the most brilliant talents, early in life making preparation to bring to the teacher's office the fruits of long years of earnest mental culture.

And who shall estimate the benefits which the children of that day shall reap, from this long-hoped-for change? Brother teachers, can we not aid in producing this consummation? Shall our cheerful zeal, and patient, uncomplaining effort, weigh nothing in the scale?

But suppose our hopes are never realized; is there no adequate reward, no comfort for us, other than that grudgingly yielded by the cold selfishness of the world? As you look around and notice the results of your toil, it may be in transforming rude and unpromising materials into cultivated and

well-disciplined men and women, or, perchance, in reclaiming the wilfully bad, whose after career of usefulness and happiness they trace to your efforts under God, can you say there is no inducement to devote a lifetime to such a work? Toil on, then, faint hearted and almost discouraged teacher. Bravely determine to tread for life the weary round of duties to which your past years have been devoted; and, when you are gone to your final rest, succeeding generations will reward you with a loving memory.

N. C. W.

St. Louis, Mo., February, 1855.

[From the R. I. Schoolmaster.]

ACCURACY IN ARITHMETIC.

MR. EDITOR:—It is probably not your desire to receive elaborate and formal essays upon such subjects as come within the scope of your paper, but rather plain and familiar suggestions, and information for those who wish it. In this belief, I send you an account of what I have practised in my own school of boys. My scholars were very inaccurate in the performance of their examples in arithmetic; and, in my efforts to correct this fault, I saw the advantage of encouraging a feeling of personal responsibility. With this view I adopted the following method, an example of which will enable me to illustrate my plan.

“Bought of Mr. J. W. Baker, 3 bbls. Flour, at \$8.50 per bbl.; 1 bag Coffee, 60 lbs., at 12 1-2 c. per lb.; 1 box Candles, 30 lbs., at 37 1-2 c. per lb.; 1 box Raisins, 25 lbs., at 10 c. per lb.; 22 yds. Calico, at 12 1-2 c.; 6 doz. Eggs, at 14 c. I paid cash for these articles, and was allowed a discount of 5 per cent. from the amount of the bill: What did the goods cost me?

I assume that there were five persons interested in the accuracy of this transaction:—Mr. Baker, his book-keeper, the clerk who sold the goods, the teamster whom I sent for them, and whom I empowered to pay the bill, and, lastly, myself. I therefore divide the class into five sections, assigning to each its separate personality. Each scholar is to do his work entirely by himself, and to hand in his answer to me, upon a piece of paper, or upon his slate. Collecting these answers, I find that they exhibit quite a variety of sums. “Ah, my men of business, there’s some mistake here. I think Mr. Baker does n’t wish to receive more than his lawful dues; and I’m sure I do n’t want to pay more than he asks for them; a careless clerk is of no use to anybody; and, if my teamster is dishonest, I want to know it. Moreover, the book-keeper has a reputation to

sustain. There's some fault *somewhere*. Where is it?" Accordingly, the boys go to work again with a wonderful sense of mercantile responsibility. Not allowing them to see each other's accounts, I encourage them to persevere until all the answers shall agree. Then I exhibit them to the class, and read the names of those scholars whose answers were right at first.

I found this plan exceedingly valuable. The class was very much entertained by this personation of business characters; and feeling at once an increased interest in arithmetical exercises, the members soon exhibited a very satisfactory degree of accuracy and self-reliance.

Some form of this idea may be adapted to almost every arithmetical problem that can occur. It would be most injudicious, however, to present mercantile transactions as the most important concerns of life.

I should wish to give a child a nobler motive for accuracy than mere worldly interest; justice to others rather than advantage to himself.

[From the R. I. Schoolmaster.]

THE FLOWERS.

How lovely are the flowers,
That in the valley smile !
They seem like forms of angels,
Pure and free from guile.

But one thing mars their beauty,
It does not always last :
They droop, and fade, and wither,
Ere the summer's past.

And I am like the flower,
That blooms in fragrant May ;
When days of sickness find me,
Then I fade away.

Then let me seek the beauty,
That innocence can give ;
For when this life is over,
That will ever live.

EXAMINATION OF FRAMINGHAM STATE
NORMAL SCHOOL.

THIS institution occupies a charming location, not far from the geographical centre of the State, in a town remarkable for natural beauty, and greatly embellished by the good taste of its inhabitants. The school-house is a model structure, combining elegance and convenience for such a purpose, to a degree, probably, never surpassed. The school appears to have recovered entirely from the shock necessarily incident to its removal from West Newton, and the additional establishment of several similar institutions. This is the oldest of the Normal schools; and, as might be expected, it leads the others in the number of pupils under its instruction during the past year.

Its examination was held on the 5th and 6th of February, and was conducted by the Board of Education. Ready knowledge and thorough mental discipline seemed to characterize every recitation. Vigorous thought, self-reliance, and good taste were every where manifest. Maps were drawn from memory, and difficult problems in Geometry were illustrated with a facility and exactness, truly surprising; while adequate reasons were given for every step in the process. Among many creditable performances, the examination in the "Theory and Art of Teaching," deserves especial notice. The modes of reasoning upon this subject, and the answers given by the pupils, would have done honor to teachers of large experience. Not only were just views expressed, but, without any compromise of feminine propriety, they were put forth with an individuality and assurance that did not hesitate to confront opinions even with the teacher or the Board of Education.

The afternoon of the 6th was devoted to the graduating exercises of the senior class. Notwithstanding this was the coldest day of the season, spectators crowded the Hall to repletion. The occasion was one of deep interest. The semi-annual Report of the Principal, Rev. Eben S. Stearns, was full of good sense and valuable information. It clearly evinced the untiring energy which has placed the school in its present enviable position. The Poem, by Miss Mary W. Farr, of Leicester, and the valedictory Address, by Miss Anna W. Blasdel, of Salisbury, were excellent productions. The first was a beautiful specimen of thought and pure sentiment, adorned by refined imagination, and the latter, a vigorous and touching tribute of sisterly affection and grateful regard. The intervals

between these performances were enlivened by songs composed for the occasion by members of the graduating class. Of these, the following "Parting Hymn" is a specimen :

PARTING HYMN.

(BY A MEMBER OF THE SENIOR CLASS.)

There 's a bird whose last sad notes are a song ;
To song our words of parting belong ;
Plaintive and low our notes must be,
For sad, not merry and joyous, are we.

Tears, not smiles, are our portion to-day,
For clouds of sorrow are round our way ;
The little life we have lived together,
The love with which we have loved each other—

Will close with the setting of this day's sun,
Will live when life on earth is done,
For to-day, to-day must our parting be,
Yet our love shall live in eternity.

The door of Life is opening now ;
We will enter with hope on every brow ;
Let each tear of sorrow be wiped away
By the brightness there is in the coming day.

FATHER IN HEAVEN ! Thine aid we seek,
For we are helpless and sad and weak ;
Oh, guide us together and apart,—
Find Thou a home in every heart.

Next came an affecting scene. The class (seventeen in number) gathered in a semicircle about their principal teacher, to receive from him a few words of parting counsel, and the diplomas which they had so fairly earned. The paternal interest manifested on the one part, and the affectionate reverence and tenderness on the other, were responded to by the audience with sympathetic emotion.

The exercises being now concluded, Mr. George B. Emerson, of Boston, who has been, more than any other man, the FATHER of our System of Normal Schools, addressed the young ladies in behalf of the Board of Education. He expressed the great satisfaction experienced by the visitors in witnessing such remarkable evidences of success, signified the entire satisfaction of the Board with the management of the institution, and concluded with interesting remarks suited to the occasion. He then introduced Rev. Mr. Bodwell,

of Framingham, who, in a very neat and complimentary speech alluded humorously to the distrust manifested by the people, on receiving among them so many strangers. He spoke of their wonderful surmises and forebodings, and of the remarkable manner in which their fears had been silenced, and the school established in their confidence and affection. The Town-schools had been greatly benefited by the services of lady teachers from the Normal School. Some schools, regarded as almost ungovernable even by male teachers, had been reduced by their skill to perfect order. He alluded to the advantages which the Town had begun to derive from the model school, and expressed his belief that the Normal pupils and their teachers would henceforth find the place to be what its name indicates, "*Fremling-hame*," the *stranger's home*.

Mr. Emerson then introduced Mr. Josiah A. Stearns, of Boston, President of Massachusetts Teachers' Association, who manifested his interest in words of encouragement and counsel. Also, Mr. William H. Wells, of Westfield Normal School, who spoke in terms of high encomium.

Rev. Dr. Sears, Secretary of the Board, was then called upon, but much to the regret of every one, he was cut short by the announcement that the cars were about to start for Boston.

Hon. Isaac Davis, of Worcester, and other distinguished gentlemen were upon the platform, but the company were obliged to forego the pleasure of hearing them.

A hymn was sung, and the crowd separated, more than ever rejoicing that Legislative wisdom had so successfully undertaken to elevate the standard of public instruction.

A LOOKER-ON.

MR. EDITOR:—Permit me, as a teacher, to object to one or two statements made by "A Father," in the March number of "The Teacher."

Speaking of "A Scheming Master," he says, "He held his pupils to a close rule of discipline in school hours, but, in play, was as much a boy as any of his school, to keep their good-will. His pupils obeyed in school, because they were pleased with their teacher; and not because the line of duty demanded was right." "A true teacher should not play ball, &c." If he held his pupils to a close rule of discipline in school, what harm was there in his playing ball at intermission? If his playing with them made them more attached to him, did he not do right to play? The more love pupils have for a teacher, the better

they will learn, other things being equal. It is not right for a teacher to engage in improper sports with his flock, such as "games of chance, &c.;" but, in all innocent sports, if he is a true teacher, one who is governed by good principles, his presence will have an influence upon them for good. Conscience and judgment *may* be exercised, even in sports. And where is there a better or broader field for the exercise of these qualities than on the play-ground of our schools? The teacher cannot read the character of a pupil so well in the school-room, where his actions succumb to the restraints there imposed, as during the play hours, when these restraints are thrown aside for the time being. There, if he has a fresh, warm heart, ready to appreciate the heart of his pupil, he can lead him gently, kindly, but successfully, to right deeds, and right motives. There he can check the bad impulses which at times will spring up in all minds.

CLEMMMA.

Adams, March 12th, 1855.

A PRAYER FOR LIGHT.

"quæ nunc obducta tuenti
Mortales hebetat visus. tibi, et humida circum
Caligat,"

ÆN. II. 604.

YET I dream of a brighter, a glorious day,
Of a clear and a radiant sun,
When the mists of the night shall have vanished away,
And the dawning of knowledge begun.
There are things I would know that no mortal can see,
I grope in the darkness in vain,
O when shall the shadow be lifted from me,
The curtain be severed in twain?

I would read what Thy hand hath recorded of old,
When the earth had nor verdure nor form,
Ere the waters were back from their barriers rolled,
Or Thy mandate spoke peace to the storm.
When rocks were on rocks high like battlements piled,
And frowned on the elements' strife,
Or rose like the sepulchre, gloomy and wild,
Of an age of pre-Adamite life.

I would hear what Thy word utters deep to my soul
Of the Past, of the fearful to-day,
Of the Future, whose mystical scenes shall unroll,
And forever be rolling away.
I would hear the sweet voices that come to me when
My spirit is weary and still,

And, drinking the murmur again and again,
My life with their melody fill.

'T is in vain ! I am weak ; Father, pity thy child,
I would read, but my vision is dim ;
I listen, but hear fragments broken and wild,
Of a grand and harmonious hymn.
I long to know more, ever more, of thy ways,
Of myself, of creation, of Thee ;
Rend away the thick clouds that would hinder my gaze,
And bid the blind suppliant see.

Hinsdale, Mass.

J. K. L.

PAYSON AND DUNTON'S REVISED SERIES OF WRITING BOOKS.

THE books belonging to this series, five in number, are intended to be a compromise between the old-fashioned round hand, and the more modern, angular, and open style of writing. The former, though it often leads to the acquisition of a strong, rapid, and graceful style of penmanship, is justly objected to as being, in general, too formal and labored for practical use. Its highest claim to be retained as a standard is the distinctness and great legibility which are sure to characterize the style of those penmen who have been thoroughly trained upon this system. On the other hand, the modern angular system, with scarcely any shade lines, with many unnecessary turns and sweeps of the pen, which deform the letters, and impair the legibility of the writing, together with the habit which it induces of spreading out words, is even more objectionable, though it unquestionably allows the pupil greater freedom of movement. From an experience of many years we are satisfied that there is no short and easy method of acquiring a rapid and graceful style of penmanship ; and that those who profess to teach the art of writing in twelve, twenty-four, or double that number of lessons, may be justly regarded as empirics.

Learning to write well must always be a work of much time and effort ; since it involves a careful training of the eye and hand, and a gradual development of the judgment and taste. Great natural obstacles are sometimes to be overcome, but by careful and well-directed efforts, with a good system, *any one* may learn to write well, and most persons may learn to write elegantly. Good writing is characterized by *legibility, rapidity* and *beauty*. We value legibility the most, and, for this reason, we would always inculcate, in teaching, a severe and simple style of writing, free from all unmeaning additions which

distract the eye, and so impair this essential quality ; which embarrass the pupil ; which can be imitated only after long practice ; and which, when imitated, are not a grace, but rather a blemish, simply from being ornaments out of place.

Rapidity, though obviously also an essential element of good penmanship, must be subordinate to legibility. The open, angular system reverses the order of these qualities, placing rapidity first, and the handwriting is thus, in most cases, irreparably injured. A thin, inelegant and illegible style takes the place of a compact and legible one, and the pupil rarely acquires a thorough knowledge of correct form and elements, because a careful and labored imitation of them is no part of the system. This is strikingly apparent if the writer is ever required to head a ledger, for here he must utterly fail.

The difference of speed with which different penmen execute their writing, is owing partly to physical differences ; some persons being by nature quick and nervous in their movements, and others dull and slow. But it is very seldom that we see a business man who is obliged to write much, who is not a rapid penman ; for habit secures facility and readiness. But unfortunately the same cannot be said of grace and legibility. To make good writers, then, those who shall combine legibility and speed in their penmanship, some other physical training is needed besides that which accompanies the careful imitation of well-executed copies. All kinds of manipulation with the fingers are wonderfully facilitated by repetition. The movements of the hand on the piano, or any other musical instrument, are an illustration of this ; but these are very varied in comparison with those employed in writing, which are simple and easily practised under judicious training. Let any one who has not given attention to the subject, satisfy himself on this point, by watching the motions of his own hand in writing. However accomplished he may be as a penman, he will find two movements only ; that of the arm, and that of the thumb and first two fingers. Facility in executing these two movements should be aimed at, at the same time that the imitation of the elementary forms is rigidly insisted on.

The finger movement is the first to be taught, and, of course, as preparatory to this, some directions about holding the pen must be given. Teachers should not be too rigid in their requirements on this point, since equally good penmen differ in opinion with regard to it, and it cannot be said that there is absolutely but *one* correct method. Besides, the teacher will find in many of his youngest pupils physical habits already formed, which it is better to humor somewhat, than to attempt entirely to eradicate. The following directions may be of use, in the absence of any universally established method of holding the pen.

Let the middle finger rest on the side of the pen, about three-fourths of an inch from the end of it, and let the thumb and forefinger be opposite each other, a little above the middle finger. Grasp the pen lightly, and let the penholder rest upon the upper part of the fore-finger, and not in the hollow between this finger and the thumb. Always turn the pen in such a way that it shall bear upon the paper equally, with both nibs. Let the pupil be required to hold the pen so loosely, or with so little compression of the muscles, as almost to let it slip from his fingers. He will then be readily made to see how much more freely he can execute the finger movement, or the contraction of the thumb and first two fingers, when they are in this state, than when the pen is grasped tightly and the muscles are rigid. Indeed, he should be made to see that it is not possible to move the fingers freely except when the muscles are relaxed. When he has learned this, he may be required to move the pen up and down on an oblique line, by this movement of the fingers. This practice will soon enable him to execute a looped line, and he may then go over *m*'s or *n*'s, or any other elementary forms. Let him do this some hundred times before beginning to write the copy for the day; and any teacher who has not tried the experiment, will be astonished at the facility which will soon take the place of the labored movement so often observed in beginners. It is no uncommon thing to see young scholars move the whole hand in executing their school copies, without any finger movement whatever, when that of the fingers is the only one required.

The other movement consists of a greater or less movement of the arm and forearm; the ball-and-socket joint of the shoulder allowing the partial rotation of the whole arm, with a slight resting upon the wrist or the whole of the forearm. This movement is very perceptible when one is writing upon the black-board. Here the hand moves in easy curves and sweeps, which alone can give grace to the execution. It will be secured on paper, by requiring the pupil to write a word and then connect the last letter with the first by a circular sweep of the pen above the word, and then, after retracing the word with the pen, with or without ink, again and again to repeat the movement.

Let these two movements, then, constantly accompany the practice necessary in going through this series of writing books, and teachers may be assured that whatever is done in the way of instruction, be it more or less, will be done in the right direction.

This system aims to teach one thing at a time. For this reason, the first book of the series contains little more than those elements which enter most frequently into the small letters of the alphabet. These elements are, in some writing books which

we have tested, too large ; they are beyond the physical power of the child ; and it is as unreasonable to require him to execute them, as it would be to insist upon his spanning an octave on the key-board, before his hand is large enough. In this book they are within the compass of his ability, and more nearly of the size of the writing practically useful in after life. Yet they do not run into the other extreme, in being so small as to give no scope for criticism when they have been copied. Much care has been taken that these elements, and all the letters to be met with in this series of writing books, should conform to a correct standard of taste ; which is not, as is sometimes supposed, a thing altogether arbitrary. There is a natural fitness in the form, proportions and finish of a letter, which should never be violated ; and an important part of a pupil's training consists in teaching him to understand and appreciate this fitness, without which writing cannot be graceful or beautiful. This knowledge is gained slowly, by repeated observation and comparison ; for after the pupil has learned to discriminate between good and bad letters, he has often still to learn how to reproduce that which satisfies his eye and his taste.

Let the learner, then, after a few simple directions with regard to position, holding the pen, &c., begin with the first book. We recommend, after having faithfully tried the experiment, the use of a pencil instead of a pen, at starting ; especially with very young scholars. It spares them the embarrassment of ink, which is often a serious one, and leaves the mind to be occupied solely with the imitation of the letters and elementary forms, and of course secures a more perfect result. The pencils should always be longer than the forefinger, by at least an inch ; the use of a short pencil often endangering the correct habit of the hand in holding it. The use of short pencils on the slate should be rigidly prohibited for the same reason.

The pupil may go through one or more books of the first number in the series, at the discretion of the teacher. The writer of this has been in the habit of carrying his most advanced pupils carefully through the elements from time to time, generally at the beginning of the school year, and he is satisfied that no time is lost in so doing. It serves to inculcate anew the essential elements introduced in writing, and gives an opportunity for practice on the elementary principles, to those who, for any reason, are behind the rest of the class in their proficiency.

No. 2 gives the small letters, one at a time, besides affording practice in writing figures. In No. 3 the capitals are introduced singly ; and practice in writing figures is continued through this book and the next. No. 4 contains exercises in single words, with a view to the accurate joining of the letters together, and

continued practice in the close imitation of forms. In this book the pupil is not expected to write rapidly, though he should by this time have learned to move the pen freely, employing the finger movement, and, to some extent, that of the arm,— the physical exercises above alluded to being constantly kept up. No. 5 completes the series by furnishing practice in writing sentences. These should be carefully, and, if necessary, slowly imitated, as well as the copies of the preceding books.

It is not expected, by this method of teaching, to make whole classes write after one model; but it is believed that, while certain standard forms will invariably be impressed upon the mind of the pupil by a thorough course of training, so that the essential characteristics of the style which he acquires may be readily traced back to the system, he will still be allowed sufficient freedom for the expression of his own individuality,— that he will not write as a writing-master, a copy-book hand,— but that, with the freedom and grace which practice will secure to him, he will unite a habit of exact and thorough execution.

W.

[From the R. I. Schoolmaster.]

SCHOOL JURISPRUDENCE.

IN governing a school, cases will often arise in which the thoughtful teacher will feel much embarrassment. He will desire to know how others have acted in similar circumstances, and what consequences have resulted. But above all, he will be especially anxious to learn what are the great principles of justice and truth, which should guide him in the midst of such difficulties. He will need reading, reflection, consultation, as well as observation and experience. To aid him in making decisions in cases of emergency, we propose to keep a column or two for the report and discussion of such topics and questions as may arise in the practical government of a school. We shall extend our remarks and observations, sometimes, to the relations subsisting between parents and teachers; and to the whole economy of the school system.

In every Medical Journal, a large space is devoted to accounts of difficult or remarkable cases which have occurred in the practice of different physicians; and these accounts embrace all the symptoms and manifestations of the disease, the methods of treatment in its different stages, and the result, whether favorable or unfavorable. Is a remarkable surgical operation performed, not only is the fact stated, but the full particulars of it are given. Does a new disease make its appearance, not only are its characteristics and all that is known of methods of treating it care-

fully stated, but physicians who have had to deal with it describe the cases of particular patients, and show as far as possible, in each, the manner of the attack, the progress of the disease, the precise remedies applied, and the effect of the treatment.

So in Legal Journals, reports of questions raised, arguments adduced, decisions made in trying important cases, occupy a very prominent place. And who that is conversant with the medical and legal journals of the day, but will acknowledge that their most interesting and valuable articles, especially to the young practitioner, are those containing such reports?

And why would not reports of cases which have actually occurred in the school-room be of equal value to teachers? It cannot be that *they* are the only persons who cannot profit by the experience of each other; yet we do not know of a single Educational Journal in which any space is devoted to such reports; and it would be difficult to select from all the books which have been written on the subject of education, or on the teacher's life and duties, materials enough for a single volume. This great deficiency in educational literature can easily be supplied, if practical teachers, those who are actually engaged in the business of instruction, will interest themselves in it.

These reports should come from teachers in all grades of schools, both in city and country, so as to include a variety of cases, and illustrate the various methods of instruction, discipline, and management, which different teachers adopt. Moreover, they should include cases of unsuccessful, as well as successful treatment.

It may be objected to such reports, that as no two teachers will ever find themselves in precisely the same situation, the course taken by one will not in every respect be the proper course to be taken by another. This is very true, and it is also true that no man can work in the harness of another. No man can exert an influence intellectually or morally, except in his own way. One may do by a look, what another must do by a word, and what still another can never do, however great an effort he may make; and yet something may be learned even from the experience of the last. It is scarcely less important to know the causes of failure, than of success. But were a young teacher to consider any report as indicating precisely the course which he ought, or ought not, to take, he would be injured rather than benefited by it. If, however, he should consider that each report illustrates some principle, and should examine it carefully to see what that principle is, and what are the elements of the success, or the want of success in the case described, he could not be otherwise than benefited by it.

We hope teachers of Rhode Island will contribute freely to this department of the Schoolmaster, and thus give to others the

fruits of their experience, and also show that the life of a teacher, instead of being, as some suppose, a mere hum-drum, monotonous course, is diversified by incidents as varied as those which occur in any other profession.

DISRESPECT TO TEACHER.

CASE 1st. We will close this article with the following report of a case, every particular of which we know to be true.

The school was composed entirely of boys, and numbered about fifty scholars, ranging from eight to sixteen years of age. It was situated four or five miles from a large city, in a village which was then, and is now, a noted resort for "fast" young men. As a consequence, the boys became acquainted with all the profane, vulgar, and slang expressions of the day, and were much inclined to be rude and pert, both in and out of school.

One day, a slight disturbance having occurred in one of the classes, the teacher asked a scholar concerning it, and received a very disrespectful and insulting reply. After a moment's silence, he went on with the recitation, apparently intending to take no notice of the offence. The scholars were much surprised at this seeming indifference, and commented on it freely among themselves at the close of school.

The next morning the teacher called the attention of the school, saying pleasantly that he wished to ask a few questions. "If," said he, "you were at play here in the yard, and a gentleman riding by in a chaise, should stop and inquire the way to Brighton, would you tell him?" "Yes," promptly answered the boys. "But how would you tell him? In pleasant, gentlemanly tones, or gruffly, as though he had no right to trouble you and disturb your plays?" "I would tell him as well as I could," said one of the boys, and all raised their hands to indicate their approval of the answer. "But suppose that a common laborer should ask you the same question, would you tell him?" "Yes," was again the reply. "And would you tell him in as polite and gentlemanly a manner as you told the other?" "Yes," said all the boys. "But suppose that instead of one of these, a *strolling beggar*, clothed in filthy garments, and having every appearance of a man who had debased himself by his vices, should ask of you the same information, would you tell him?" A hearty "Yes," was as before the response. "But would you be as particular to tell him kindly and pleasantly as you would be to tell the others?" "Most certainly we should," said the boys, some even adding that they ought to be more particular to speak kindly to such a person.

The teacher had now gained his point. The scholars had established for themselves a principle which each felt was just

and true, and it only remained for the teacher to make the application.

"Yesterday," said he slowly and impressively, "I asked George Jones a question, which I not only had a right to ask, but which it was my duty to ask, and he gave me a disrespectful answer. Is it possible that there is a boy in this school, who will treat his teacher worse than he would the merest vagabond that walks the streets?"

It was enough. Nothing more was said, yet every scholar felt the reproof; and the teacher did not, during the remainder of the term, have occasion to complain of the slightest want of respect on the part of any of his pupils.

CASE 2d. Samuel dropped a pencil upon the floor, and in recovering it jostled William, his right-hand neighbor, with his elbow; he was detected, and to some questioning as to motive answered impertinently, and when reproved for this, added stubbornness to his first trivial breach of order. What course ought a judicious teacher to pursue to bring him to an acknowledgment of his wrong-doing, and to induce him to forsake all attempts at similar annoyances in future?

In a case like this, where a grave offence grows out of a comparatively insignificant one, much, in fact nearly all, depends upon the teacher's bearing and manner. If he be kind and firm, rarely indeed will small affairs grow to any importance. And one good rule will be, never, or very seldom, to ask a scholar's motive for any small breach of order. The stern demand, "What did you do that for, sir?" may frighten a child into a falsehood. At any rate it will suggest to him the propriety of seeking an excuse, or will prompt him to concealment, and all these are bad enough, but not so injurious as when the frowning question merely arouses opposition and wilfulness. Ask not often for a child's motive when he does wrong: he is not always half conscious what his motive was, and then he feels too much ashamed of it to be willing to tell it.

A little judicious waiting,—if the pupils and the offender know that their teacher is fully aware of the offence,—will in no case do harm. The only difficulty is, that they are left to suppose that the schoolmaster did not comprehend the mischief. When they understand that he knows it all, and that a day of reckoning will come after he has had time to reflect and deliberate, the delay will work good rather than injury. And in case of impertinent words or stubbornness, nothing, in our humble opinion, will avail as much as *judicious* delays. By such delays Fabius conquered Hannibal, and by them a teacher may conquer the disposition to mischief in almost any boy. c.

[From the R. I. Schoolmaster.]

PROVINCETOWN, March 1, 1855.

MR. EDITOR:

The Prospectus announcing the forthcoming of your R. I. Schoolmaster, found its way by steam and horse locomotion to this isolated, but honest, independent, and cheerful community, blessed with good teachers, and, as a legitimate result, *good* schools. The discussion and history of education in this enterprising place, we leave for a future letter, and confine ourself to another interest. When this announcement of an educational journal, to be issued in Rhode Island, was read, it was as quickly determined to secure its periodical visits, for reasons it seemed to us very rational, and such as every teacher would do well to consider. First, that all proper efforts, judiciously carried into operation—to facilitate the labor of teaching, by developing the best methods of imparting instruction, and disciplining the youth, elevating the character of the teacher in the estimation of many who never visit the school or the teacher, but would read a journal, and thereby become acquainted with some of the trials and difficulties incident to the school-room; by elevating the standard of teaching and advocating the claims of the instructor to a fair compensation for services in the work of educating the young—ought to be encouraged by subscribing for the journal themselves, inducing their neighbors or parents in the district to do so, and by paying over the cash to the publisher, to enable him to carry on the work unembarrassed by debts, which are like a mill-stone about his neck.

In the second place, through the medium of a school journal we often get the experience of those long in the field; and as successes and failures are the common lot of all in some degree, a knowledge of the means of success, and the manner of correcting evils is often of immense value to the young teacher, and aids very much those of longer experience. This mode of communication, or rather simply journalizing each day's history is easily understood and more readily appreciated by the co-worker in the same calling.

One word to the teachers in Rhode Island. This enterprise is put in operation mainly for you. Through this channel you can become acquainted with each other, with the methods of teaching and disciplining the schools, and the management of peculiar and difficult cases by successful teachers. Its pages will be open to any or all teachers in the State to give their views upon questions and topics in which the writer is interested and has found a practical knowledge to be successful in the improvement of the school under his or her charge.

Questions may be asked, such as have perplexed the teacher

and often retarded the progress of the school intellectually and morally, and introduced confusion in every department of the school. This journal will be efficient in aiding the teachers, in proportion as the members of the fraternity aid in sustaining the paper. This must be done by circulating the subscription list in the district or town in which you are engaged, and adding your own names to the list.

X.

Local Editors' Table.

LITERARY NOTICES.

EIGHTEENTH ANNUAL REPORT OF THE BOARD OF EDUCATION,
*together with the Eighteenth Annual Report of the Secretary of
the Board.*

THERE are few documents whose annual return we more heartily welcome, than the Report of the Secretary of the Board of Education. The present is perhaps of more than common interest. The Secretary has given a brief view of the progress of the cause of education in the State during the last six years. As this document is very extensively circulated through the State, and is brought within the reach of every teacher, we deem it unnecessary to make any extracts from it for our own pages. We would, however, direct especial attention to the extracts from Mr. Twisleton's pamphlet on the "Religious Working of the Common Schools in the State of Massachusetts," which Dr. Sears has appended to his report. This document ought to be republished, and placed in every family in the State. It ought especially to be placed in the hands of those gentlemen who are sometimes met with, who are so fond of decrying our school system, and at all times ready to complain of the burdens of taxation. They can here learn the opinion of an intelligent Englishman, respecting the effects of American schools, and of Massachusetts schools in particular upon American commerce. Such gentlemen will please observe that this pamphlet is not the production of Dr. Sears, nor of some school committee man, who is desirous, as is sometimes affirmed, of wresting from them a few dollars for the support of schools by what they are pleased to term "infernal taxation." This class is, we are happy to say, so much in the minority, that they may seem to some, scarcely worthy of notice. They are, however, sufficiently numerous to raise a kind of fiendish howl in every village and hamlet, whenever an additional dollar is required for the sup-

port of our public schools. They are sufficiently numerous to be constantly lurking in secret places of political influence at the time of town and city elections, and are abundantly fruitful in expedients for restricting the powers of school committees within "constitutional limits," and for "preserving unimpaired the liberties which we have received from our fathers." We ask the attention of these gentlemen, to the following extract from Mr. Twisleton's report.

"In regard to the United States, it is plain, that every advance in the education of their people, unaccompanied by a similar advance amongst ourselves, distinctly adds to their relative power. For this reason, when it is known that in the year 1852, an overwhelming* majority of the citizens of New York decided in favor of a system of free schools in that city, the merchants, shopkeepers, and artisans of Liverpool and London, if they consulted their own interests, would never rest, until they had induced the Legislature to let them introduce a similar system amongst themselves. And in like manner, when an English statesman who looks far into the future, is told that this very system has within the few years been adopted, or is likely soon to be adopted, by all other free states of the Union, such a fact, combined with the continuance of our own imperfect educational arrangements, ought to suggest to him matter for reflection, less pressing, but not less profoundly important, than if he heard that Congress had passed resolutions for trebling the American Army, or for increasing their Navy by twenty large Screw Steamers of the line.

These principles, when fully stated, are so self-evident, that a prudent statesman would act on them with perfect confidence, although he did not distinctly discern the precise mode in which, at any given time, they were operating to the disadvantage of his own country. But even amongst Legislators there are some who view with distaste all general reasonings, and who, in matters of this kind, require something more specific to convince their understandings or stimulate them into action. And unfortunately, there is ample evidence, in this case, of the specific manner in which the English people, in a point intimately connected with their national power, are exposed to detriment, in consequence of defective education. I do not allude to the great progress made by New Englanders in mechanical and manufacturing skill, manifestly as this has been promoted by their generally cultivated intelligence, and valuable as that skill must be in adding to the resources of the Union. Important information on this head is contained in the Special Reports of Mr. Wallis and Mr. Whitworth, two of the Commissioners appointed to attend the Exhibition of Industry in the City of New York; which were printed amongst the Parliamentary Papers of last Session, and which, at the time of their publication, attracted much attention and occasioned some uneasiness. There is, however, such a vast fund of inventive ingenuity in the manufacturing districts of Great Britain, that there does not seem to be any real danger to the empire on this side, and every new development of constructive powers in New England or any other country, should rather be cor-

* The vote was carried by 39,075, to 1011 — a majority of nearly 39 to 1.

dially welcomed, as adding to the common stock of human inventions. But what I would press on the serious notice of all Englishmen, is the effect which the superior education of the Americans now has, in giving an advantage to the commercial marine of the United States over our own. On this point, most painful evidence was given to the world in Papers relating to the commercial marine of Great Britain, which were presented to both Houses of Parliament in 1848. It is there proved, by communications from various British Consuls,* that American captains and seamen are now, on the whole, superior to our own, and this superiority is mainly attributed to the better education of the captains, and to the better education and stricter sobriety of the seamen. Nay, moreover, it actually appears that, at the time to which these communications refer, American ships, in consequence of that superiority, *not only obtained, almost invariably, a decided preference over British ships, but generally a higher rate of freight.* Now when we reflect that, hitherto, enlarged experience has shown that the naval supremacy of a nation rests, eventually, on the superiority of its commercial marine; and when we further know that the tonnage of the American shipping† now very nearly equals that of our own, it becomes unpleasantly plain to the meanest capacity that the neglect of the Legislature to provide a superior education for the mass of the people, is putting in jeopardy the naval supremacy of Great Britain.

The facts contained in the Parliamentary Papers on the commercial marine did not escape the notice of those departments of Government which received the information. The unrivalled excellence, in speed and internal accommodations, of the American Liners plying from Liverpool to Boston and New York, had long been known, as well as the circumstance that they had almost entirely driven British vessels out of competition with them, but the explanation of this result remained a mystery to all but a few observers, until a light was thrown upon it by the British Consuls in America. *It is now one of the most remarkable instances on record, how a nation may be directly punished, through its material interests, for the neglect of its moral duties. Many a country gentleman had gone on spending large sums of money on fox-hunting or horse-racing; perhaps, if he had loftier aims, munificently subscribing towards the building of a church, but leaving the superintendence of the parish school to inexperienced or prejudiced hands, allowing the schoolmaster a salary one-third or one-fourth of what he would pay his butler, scoffing at the suggestion that it was insufficient if the children of the poor were merely taught to read the Bible, expressing alarm at what, if he ever heard of it, he deemed the wild idea of providing national education from local rates, but little thinking, all the while, that by his prejudices and omissions he was endangering the naval greatness of England, for which, perhaps, he would willingly have laid down his life.*

* See the communications of Consul Barclay, Consul Peter, and Vice-Consul Lingham and others, from page 381 to 397 inclusive.

† The tonnage of the United States in 1852 was 4,138,440, for a free population of 19,987,573 persons. That of the British Islands in the same year was 4,424,392 for a population of 27,621,862 persons.

A HISTORY OF GREECE *from the Earliest Times to the Roman Conquest. With Supplementary Chapters on the History of Literature and Art.* By William Smith, LL. D., Editor of the Dictionaries of "Greek and Roman Antiquities," "Biography and Mythology," and "Geography." With Notes and a Continuation to the Present Time, by C. C. Felton, LL. D., Eliot Professor of Greek in Harvard University. Boston: Hickling, Swan & Brown.

THIS is the third American edition of Dr. Smith's History of Greece. The first was issued by the same publishers as the present, and was, we believe, an exact reprint of the English edition. Messrs. Harper & Brothers, of New York, then saw fit to publish a second edition, for reasons better understood by themselves, probably, than by those who more carefully observed some of the first principles of a manly and generous competition. Their attempt, however, to suppress or restrict the sale of the Boston edition has "fallen out" most decidedly to the furtherance of the cause of sound Grecian learning. Messrs. Hickling, Swan & Brown, not to be surpassed by their New York rivals, at once engaged Prof. Felton to prepare for them a third American edition, giving him, as we understand, full liberty to make such alterations and additions as his comprehensive and exact learning, aided by recent personal observation on the soil of Greece, might seem to require. The result of Prof. Felton's editorial labors we have before us in a handsome octavo of nearly seven hundred pages. We have in this volume by far the best work on Grecian history which has been given to the American public, within the same compass. We experience some emotions, bordering upon envy, perhaps, when we see the facilities at present afforded to those who are just entering upon a course of classical study compared with what were enjoyed twenty years ago. It is, we believe, just twenty years since Bishop Thirlwall published the first volume of his History of Greece. We well remember the privilege we enjoyed some fifteen years since in being permitted to *look at all those nice little volumes*, after the work was completed, as they stood in their places upon the shelves of the College library. The young student now at almost any respectable school is permitted to see Thirlwall's work in three different forms, notwithstanding its rising splendor was so soon obscured by the more elaborate, and on the whole, far more satisfactory history of Mr. Grote. Bishop Thirlwall's history was abridged in a very clever volume for school purposes by Dr. Schmitz, the present Rector of the Edinburgh High School. Mr. Grote's history, extended as it is, —it having already reached its eleventh volume, and another is promised soon,— has been republished in this country, and is also

easily accessible to the young student. And now in addition to what we have already mentioned, and more that we have not mentioned, we have, in a condensed and yet sufficiently extended form, the results of the labors of all preceding scholars in this most interesting field of literary and historical investigation. Dr. Smith is very explicit in his acknowledgments of his indebtedness to Mr. Grote. Indeed, perhaps it is not too much to say that Dr. Smith's volume sustains much the same relation to Grote's history that the volume of Dr. Schmitz does to that of Bishop Thirlwall. To crown the whole, Prof. Felton has completed the story of Hellenic life from the time of the Roman Conquest down to our own times. We would be understood as giving this volume something more than a formal introduction to our readers. To every teacher of the Classics we would say, get it by all means. To every teacher of English literature, even in its elementary forms, we would recommend it as one of the most efficient aids in explaining allusions that constantly occur on almost every page of a good English reading-book. To every boy in a course of preparation for college, we would say, get this volume and keep it constantly by your side. And to our legislators, we would say, with all due respect, that it would be far better to place this volume, with a few others that we could easily specify, in every school district in the State, than to allow the public funds to be expended in giving currency to bad orthography and still worse orthoepey.

We ought not to dismiss this volume without calling special attention to the illustrations. These are of a very superior character. The views of Grecian scenery, architecture, art, &c., as well as the maps and topographical illustrations, are exceedingly numerous, and far more satisfactory than we have elsewhere seen on the same scale. The chronological table is also very full and the index is unusually minute. The publishers have done their work well. They have given us all we could wish in type, paper and binding. Who will give us a work on Roman history equally satisfactory?

E. S.

THE CRIMEA.

THE Messrs. Ide & Dutton have on hand an excellent supply of maps illustrative of events connected with the European War. With their usual enterprise they have published two maps, one of the Baltic, and the other of the Black Sea, giving views on a large scale of the countries surrounding them, including an excellent representation of the Crimea, and of the islands and localities in and around the Baltic sea. These maps are beautifully executed, both as to engraving and coloring, and are well worthy the attention of teachers, and of pupils who may wish

excellent specimens to draw from. They have also published an excellent engraving of Sebastopol as it appears to the observer approaching it from the sea. The forts are most beautifully represented as they appear on either side of the narrow entrance to the harbor: and the harbor itself may be seen in perspective, extending far inland, skirted on either side by commanding ridges or hills.

Among the maps of the Crimea to be found in the Messrs. I. & D's collection may also be mentioned the following:

Physical Map of the Crimea, with enlarged views of the Seat of War and of Sebastopol and Balaclava.

Plan of Sebastopol from Government Documents (very minute.) Also

Maynus's new Map of the Crimea, and a picturesque view of the Seat of War.

We would advise teachers to obtain these maps, and with their illustrative aid read the excellent articles in Blackwood, entitled "The Story of the Campaign:" also "Campaign in the Crimea," "The Conduct of the War," from the last London Quarterly;" and "The War in the Crimea," from the Edinburgh Review for January. With these combined aids they will get accurate and lasting impressions of affairs as they have thus far been conducted.

Happening in at one of our Boston schools, a short time since, we were delighted with the numerous specimens of beautifully drawn maps; among them quite a number illustrative of events in the Crimea. These were the out of school work of the pupils, acting under the suggestions and instructions of their teacher. Words are not needed to explain the advantages of map-drawing by pupils, to illustrate history, and especially passing events.

THE RHODE ISLAND SCHOOLMASTER.

We have introduced to the notice of our readers two or three extracts from the "R. I. Schoolmaster," a new educational periodical, which makes its first appearance this month. If the first number is a specimen of what will follow, it may challenge comparison, for ability and usefulness, with any Educational Journal in the United States.

EDUCATION IN BOSTON. The amount of money invested in the school-houses in Boston, is \$1,500,000. The yearly appropriations for education, are \$1,200,000, while the amount raised for all other city expenses, is but 870,000. The amount expended for instruction in the Common Schools of Massachusetts, last year, was \$4.50 for each child between five and fifteen years of age.

DEPARTMENT OF INTELLIGENCE.

MARCH, 1855.

Osgood Johnson, Esq., late of Phillips Academy, Andover, has been appointed master of the Classical and English High School in Worcester, in place of Geo. Capron resigned. Wm. L. Gage has resigned the mastership of the Taunton High School.

Daniel Leach, Esq., of Roxbury, Mass., agent of the Massachusetts Board of Education, has been appointed Superintendent of Public Schools in Providence, R. I.

G. B. Stone, Esq., has resigned the mastership of the High School in Fall River.

The Rev. Robert Allyn, of East Greenwich, R. I., has been appointed Commissioner of Public Schools in Rhode Island, in place of Elijah R. Potter resigned.

Amos Perry, Esq., late principal of the Summer Street Grammar School in Providence, has been appointed principal of the Young Ladies High School in New London, Ct.

It is with deep regret that we are called upon to announce the death of Mr. Edwin Bartlett, late Sub-master of the Eliot School, West Roxbury. Our profession has not numbered in its ranks a more conscientious teacher, a more amiable man, nor a truer Christian. We trust that some one of his many personal friends will prepare a biographical account of his life for the "Teacher."

The Comins School, Roxbury, was dedicated on Wednesday the 21st of March, ult., with appropriate ceremonies. This is an elegant brick structure, beautifully situated, on rising ground, near the Brookline road, and quite near the depôt of the Boston and Providence Railroad, in Roxbury. It is intended only for girls. Miss Sarah A. M. Cushing, lately one of the head Assistants in the Franklin School, Boston, is the Principal. The experiment of appointing a lady as Principal has been tried during the past year in one of the Roxbury Schools, with what success we have not heard.

We trust, in the next number of the "Teacher," to be able to give a full account of the dedication referred to above.

TEACHERS' INSTITUTES.

At Bridgewater, April 2—6.

At Brewster, April 9—13.

At Montague, April 16—20.

At Westfield, April 23—27.

THE MASSACHUSETTS TEACHER.

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C. C. CHASE, EDITOR OF THIS NUMBER.

[May, 1855.]

TABLE,

SHOWING THE COMPARATIVE POSITION OF VARIOUS POPULOUS PLACES IN
THE STATE IN RELATION TO PUBLIC SCHOOLS, &C.

	A	B	C	D	E	F	G	H	I	J	K
Boston,	137	213	1557	203	1.48	26	8.40	108	27	.77	46
Lowell,	33	17	505	45	1.35	27	7.64	81	25	.72	45
Salem,	20	14	682	20	1.00	15	4.73	80	17	.71	43
Roxbury,	18	14	744	27	1.47	25	8.28	70	23	.73	39
Charlestown,	17	9	501	25	1.45	29	7.21	85	21	.82	45
Worcester,	17	11	652	20	1.18	18	6.04	65	23	.58	33
New Bedford,	16	14	883	29	1.77	20	8.48	66	20	.76	34
Cambridge,	15	11	697	26	1.69	24	7.67	91	24	.81	44
Lynn,	14	4	292	13	1.32	50	6.46	60	19	.74	47
Springfield,	12	6	545	13	1.09	20	5.71	56	19	.73	34
Newburyport,	10	5	593	10	1.05	19	4.45	50	14	.63	37
Lawrence,	8	6	723	11	1.32	18	5.89	83	21	.63	37

Column A Shows the number of thousands of inhabitants in the places mentioned in the Table.

" B, Number of millions of dollars of property, as per valuation.

" C, Average wealth of each individual inhabitant.

" D, Number of thousands of dollars appropriated to schools annually.

" E, Cost of Public Schools to each individual inhabitant, expressed in dollars and cents.

" F, Number of cents paid for public schools on every hundred dollars annually.

" G, Amount appropriated for each child between five and fifteen years of age, expressed in dollars and cents.

" H, Average monthly salary of male Teachers, in dollars.

" I, Average monthly salary of female Teachers, in dollars.

" J, Ratio of pupils attending school to the whole number of children between five and fifteen years of age.

" K, Average number of pupils in actual attendance under each Teacher.

REMARKS.

The first important fact exhibited by the table above, is the immense wealth of the cities of Massachusetts. If the property of these cities were equally distributed to the inhabitants, every man, woman or child would become the possessor of nearly \$700, and every family consisting of parents and eight children would enjoy the handsome competence of about \$7000, which, well invested and bearing interest at 7 per cent., would secure an income of nearly \$500 annually. If property should be thus distributed, why might not all the inhabitants of our cities live without work?

Next let the reader remark how little each individual, on the average, pays for schools, the amount being only \$1.35,—a sum scarcely sufficient to pay one's board at a public house for a single day. How insignificant is this sum compared with the cost which multitudes incur for the most trifling luxuries of life. If our schools are the glory of our land, it is glory cheaply bought.

In comparing the annual amount expended on each child with the well known rates of tuition in private schools, all must admit that our public schools are economically arranged.

The table also reveals the fact that (especially in the wealthy cities of Salem and Newburyport,) the female teacher is rewarded for her toil in a very niggardly manner. How can it be expected that young ladies of the best talents will consent to take the charge of 37 pupils in actual attendance for the pittance of \$14 per month, more than half of which would be required in any respectable boarding house, for the single item of board!

We can but regret that, in some of our cities, nearly half of the children are not regularly found in the public schools.

The last column indicates some diversity in regard to the number of pupils placed under each teacher, but allowance must be made for the fact, that in some of our cities, there are rural districts in which it is impossible to secure all the advantages of division of labor.

A general inference will naturally be drawn from a study of the table. It is this: if the vast wealth of our cities is mainly due to the intelligence of our citizens, and if the future safeguard of this immense wealth is to be found in educating the rising generation, it is worse than folly to complain of the expense of our Public Schools. When our schools, which constitute our glory and our safety, shall cost half as much as our luxuries and our vicious indulgences, which are ruinous both to public character and public prosperity, then may our rich men complain of the school tax as an oppressive burden.

Were the whole advantages of educating the masses to be found in the pecuniary value of the labor of the educated above that of the uneducated, and could it be proved that there is a difference of one half cent per day, on an average, of all the individual inhabitants, in favor of the former class, then the introduction into our cities of our present school system would be a money-making speculation on the part of the public, for this system actually costs less than one half cent per day to each inhabitant.

From calculations such as these, it is easy to explain the rapid accumulation of wealth in educated communities, as well as that degrading poverty which is the constant companion of popular ignorance.

“BE THOROUGH.”

So true is it that thoroughness is the first and best element of all good teaching, and so often has the caution “be thorough” been sounded in our ears, and so vast a majority of teachers fail in respect to this very point of being thorough, that it seems almost an unpardonable heresy for any one to “take the other side of the question” and dare to utter the unheard-of language, *Don't be too thorough*. And yet there are really some few cases in which this caution may be needed. Our good friend A., for instance, wishes to secure a good reputation as a thorough teacher, and on an exercise which might be well learned in three weeks, he has spent three months, and is still drilling. What if the pupils are listless and idle? What if the lesson is irksome and threadbare? They are, at least, familiar with it: — they have it thoroughly committed. If they have not studied upon it for two months, they have heard it so often that they could repeat it in their sleep. And then, too, the lesson is long enough for a fine, popular exercise on examination day, and under the excitement they will really appear interested in it. They will then be repaid for the tediousness of the whole term, by the honeyed compliments of all their friends. Committee, parents, all exclaim, “*How thorough, how very thorough!*” and return home with renewed and unbounded confidence in the teacher of their school, while the children return to the tedious labor of another term, and the teacher to prepare for another examination.

Now, at the risk of being burned as a heretic, we will caution the friends of education to pay some little regard to the amount acquired as well as the thoroughness of the acquirement. And we beg of them, before they say too much in favor of thorough instruction, to stop to inquire whether this thoroughness has been

acquired at the expense of the ambition and zeal and love of progress and of rapid acquirement on the part of the pupils. Nothing is more unsafe than to base our opinion of the merits of a teacher and the proficiency of his school, upon the results of a few recitations on examination day. The old Greek philosopher spoke true philosophy when he said that the way to educate a boy was not to make him wait for those behind him. The desire of rapid progress should never be trifled with. The true teacher does not curb the aspiring mind, and crush out the ethereal spark by dull routine and repetition.

The true end of our school system can only be attained when zeal and love for study receive that praise which thoroughness and correctness have so long and so justly claimed; when it shall be asked, not only how critical and exact a teacher may be, but with what life and interest he inspires his pupils in the pursuit of knowledge, and with what cheerful steps does he lead them up the "hill of science."

MR. EDITOR,—

I think there is no part of instruction or discipline so important, and yet so difficult, as that which relates to the little children in our primary schools. Let false notions or theories in relation to either prevail, and the teacher must of necessity try to regulate the motion of the living machinery of her school according to the controlling influences by which she is surrounded.

Learned men have written learned treatises on education, designed to improve and elevate the more advanced schools, but rarely do they descend to the every-day reality of the primary school. Many of the books now in use by this class of schools have been prepared upon the principles of a cold philosophy, which show an immensurable distance between the minds of their authors and those of little children. Theories, also, beautiful to dream of in an ideal world, have been advanced, and urged upon teachers, by well-meaning but visionary enthusiasts, which common-sense teachers can never find a realization in our present organization of society. But these authors and theorists, as practical teachers, have had little or nothing to do with the class of schools to which I refer. Yet both have had much to do in moulding public opinion. Hence it comes that false notions do prevail in relation to the management of these schools; and in no part is it more apparent, or perhaps injurious to children, than that which relates to discipline.

One class of educators would have every primary school a miniature high school, only more exact in its system of instruction, and more rigid in its discipline. Another class cries out, that we do not educate according to nature, that we do violence to her laws, that we bring upon many children disease and premature death. But somehow or other our order-loving people seem more inclined to agree with the former than with the latter class; for it is in vain to attempt to conceal the fact, that for a general rule the test of a good school is its order, and this, in too many cases, means—its stillness. Teachers, knowing this, have endeavored in various ways to effect the desired result. Is not this sometimes unwisely attained by an unnatural constraint and pressure upon the faculties of the child? That distinguished writer and educator, so well known in Massachusetts, the Hon. Horace Mann, has some remarks pertinent to this question, which I beg leave to introduce here. "Children," he says, "especially young children, if they have any vivacity or hopefulness in them, if they are at all elevated above the clods they tread upon, cannot endure a long-enforced inactivity of all the muscular powers without serious injury to health, and even to character. The muscles of a healthy, vigorous child, during its waking hours, come nearer perpetual motion than anything ever yet invented. Sleep and food wind them up like a watch, and they must go or break. Its internal organs, its heart, its lungs, its blood vessels, its instruments of secretion and assimilation, *are* perpetual motion. They go from birth till death; indeed, their cessation is death. Even a rigid old man, with his half-inflexible, non-elastic arms and legs, cannot sit still for any great length of time. Confine him to one posture, whether standing or sitting, for any considerable period, and he will groan, or shriek, or howl, if need be. What, then, must be the sensations of a little child, when no play or motion is allowed to arms and legs which are, as it were, full of coiled steel springs. Yet some teachers plant a row of little children down upon a seat, make them stare into vacancy, hold their arms akimbo, square their knees, arrange their toes by a crack in the floor, and remain so for half an hour together." "If a teacher could stop the beating of the heart, and the rushing of the blood, and the shootings of electricity along the nerves, there would be some palliation for treating children like a file of statuary. But constituted as they are, such treatment is barbarous in the extreme. It is enough to make a row of bricks weep to see it. It is the stillness of death. It is the quiet of the tomb."

Now, though we all agree in condemning this course, yet we are frequently pained by seeing in many primary schools, not only a *row*, but *rows* of little children treated in this same

"barbarous" manner. And it is not uncommon for committee men and visitors to praise children for their good behavior, because they have remained as immovable as little statues upon their seats during their visits.

To remedy this, I would have *less stress* laid upon stillness or immobility, and *more* upon active industry. It may be very convenient sometimes, and even necessary, for children to lay aside all books and all employment, and sit perfectly still for a few minutes at a time, but this should be only the exception to the general rule, and not *the rule* of the school.

I would suggest also, that the teacher shall contrive to give as full and constant employment to every member of her school, even the youngest, as the nature of the case will admit; and, where the school-rooms are so small that she cannot conveniently do this, and the seats so constructed that children can rarely move without coming in contact with each other, that more liberal accommodations should be provided. If in place of the seats now in use in most of our schools, could be substituted Ross's Primary Basket Chair, and these placed at convenient distances apart, one of the most fruitful sources of disorder would be removed. In the school where the writer is teaching, the seats are so constructed that no child can have more than four inches elbow room, except those who occupy end seats. The children are seated just eight inches apart, and the space between them contains the books and slate. Think of a company of children, say, from fifty to seventy-five, or perhaps a hundred, seated in this manner, in whom God has implanted the spirit of mirthfulness so strong that it is spontaneously bursting forth in the shape of fun, frolic, and mischief even. Many people seem to have the idea, that the elasticity of a child's spirit belongs to its body also, and that it can be squeezed down into an almost inconceivably small space, and held there like a thing of gossamer.

I have said that the teacher should give full and constant employment. Let us see how it can be done. Many of the children are very young—too young to study much without assistance. What prevents placing these little classes, as fast as they have had their turn with the teacher, in different parts of the room to continue the work? In one corner may be a little group learning the alphabet of an older pupil, or perhaps making the letters upon a slate, or they may copy them from a card. In another part may be another class printing little columns of words, or learning to make figures upon a blackboard, (and there should always be plenty of *that* in every primary school-room.) Another class may be studying a reading lesson under the direction of a monitor, who may be pronouncing the hard words for them; thus helping on the work. These small

children being engaged, the teacher may more quietly pursue the work of instructing the classes as their turns come. I will venture to say, that any apparent noise attending these exercises will be nothing to the interruption, and mischief, and consequent discipline arising from want of employment.

Then there is a great variety of elementary drawing cards, of convenient size, which may be distributed among children at proper times, which will furnish much useful and pleasing employment. Should there *chance* to be a little rogue in school that cannot be kept still any where, it may not be a bad plan to get a *bottle of corn or beans*, turn them out upon a paper, and request him to put them back again one by one. If he can count them, so much the better. This will keep him still *awhile*, at any rate, and ten to one if he is not a good boy the next half day, for the privilege of doing the same thing again. Thus will an inventive teacher find a thousand ways to keep these children employed, rather than they should suffer the torture of being obliged to sit still and do nothing. Does any one say that these are little things? True; but little annoyances disturb a school. "Little things" make little children very happy or very miserable for the time being; and we are dealing with little minds, that have not advanced far yet in the school of life, and we must adapt our teachings and discipline to their intellectual and physical wants. We must study their natures, have a deep and abiding sympathy with childhood, great patience, and perseverance, and faith in humanity, if we would be successful in training these "little ones" to habits of study, of industry, and of cheerful obedience.

I have used the word discipline in a very limited sense. It has a much wider signification. It begins with the first bud-dings of intelligence, and *ends* only with existence. It enters into all the details of school government. It comprises the whole educational process. It is essential, then, to the beauty and perfection of character, that we commence this work with just and reasonable conceptions of the discipline necessary to effect it.

Let us have less abstract reasoning upon this subject, and more simple truth. These children that are now thronging our primary schools, come to us as *new creations*. They come with tender susceptibilities, with unbounded confidence and great hope. Let us set aside a little of our stateliness, and descend to their capacities; let us mingle with them in the schools, and learn their *need*. Thus shall we be prepared to adopt the best methods of instruction, and that course of discipline which shall have a healthy and benign influence in the formation of character.

W.

QUIET SCHOOLS.

IF there is one object, which, more than any other, most school teachers aim to accomplish, and of which they oftenest speak as a result of eminent desire, it is to keep a "quiet school."

The community have got the impression, I know how, that a quiet school is the sure evidence of an orderly one, and that *he* is a teacher eminently to be praised, who accomplishes most in this direction.

I stop not here to inquire the reason of this wide-spread impression. It may be that teachers, by their unguarded expressions implying that no school can progress *without* stillness, and, by implication, that any school will progress *with* stillness, have given currency to a sentiment, upon which they are far from being agreed. It may be that some nervous bachelor school committee has praised at examination the stiff, silent attitudes, into which the flexile limbs and quick muscles of childhood have been disciplined; or it may be that some itinerant lecturer upon "our glorious school system" has caricatured the noisy bearing of some "energetic" man and the turbulence of a sympathizing school, with such effect, that every timid teacher fears he may be the one next to sit for his picture.

Now whether from one of these causes, or whether from them all, the impression before mentioned arises, it is an unfortunate one to gain ascendancy in the minds of the community who take an interest in schools. After an experience of some years in different schools, I am clearly of opinion that the degree of stillness aimed at, and sometimes temporarily attained, so far from being an advantage, is positively a hindrance to the intellectual and moral development of its members, as well as fatal to the natural activity and nervous restlessness of youth.

There are two ways of attaining a great degree of stillness. The first is by directing attention to the particular advantages to result from it, or supposed to result from it, and by persuasion, by the hope of reward, by ridicule of noisy schools and disorderly assemblies, getting up a strong public opinion in favor of the maximum of quiet, and then disposing of the small residue of careless ones in a more summary manner, by imprisonment, by isolation or some similar expedient; — the other, by the strong arm of unyielding discipline, which meets a whisper, as law, a criminal; which punishes with rawhide the noise of cowhide, keeps the eye to the book by the dread of the ferule, and compels the pupil to divide his time, study his lesson, do his thinking, move his legs, and wink, by *rule*.

The first means injures the intellectual progress of the school by engrossing the time which a teacher should give to his

appropriate duty of teaching, and induces the scholar, by the prominence which it gives to what should be a mere result of a good school, to exert himself rather to attain a careful, constrained outward steadiness, sinking by inevitable progress into a dead formality, than to give range to his power of thought, and ambition for worthy acquisition, by that close study which is always accompanied by a degree of excitement, bodily and mental. The latter deadens the intellect to all just exercises of its power. It stimulates it to act, only with the unenviable aim of compassing mischief and disturbance by craft, which it dares not attempt openly. The members of such a school are always fruitful in mechanical contrivances to throw light missiles about the room, giving illegal currency to excavated nutshells, angular apple-hearts, spruce gum, and worthless rubber. These are they who shout out their escape from "durance vile," in the entry when unwatched, on the street always. They learn their lessons in terror, they recite them in terror, and are glad, when, for a moment, they have thrown off the recollection of the stimulants of Solomon.

But if in the intellectual view such results are to be deprecated, far more so are they, morally considered. The susceptible hearts of children should not have "order" continually obtruded upon them as the chief good, by whatever means it is attempted to be reached. This aim may be a master passion in the teacher's breast, but it will swallow up all the better qualities, if persevered in. Ease of deportment, self-possession, reliance upon a general sense of propriety, and a proper moral standard, all are injured by it. He who sacrifices all to stillness may indeed elicit the admiration of some wonder-struck visitor, but in compensation, he must be content to see listlessness in recitation take the place of spirit, stolid outward attention supplant the love of inquiry, and a slavish observance of the rules of school, supersede that love of the teacher which gives to the school life of youth nearly all the pleasant reminiscences of after days. Worse than all this, he will find by experience that he has put the means for the end, neglected study that he might gain reputation for a fleeting moment, and that by *keeping* school instead of *teaching* school, he has passed an anxious, restless, joyless portion of time, which he would gladly recall, and confirmed himself in notions of discipline, study and moral training which it would be a blessing to efface. K.

TEACH THE CHILD *to think for himself*, by which he will LEARN HOW TO LEARN, which is the cream of all instruction, whether *in school or out*.

DEPRESSION OF HIGH SCHOOLS.

MUCH is said and written of the improvements in education ; of the elevation of schools, and of the masses. Doubtless there are reasons for the popular notion that the system of public instruction has advanced, in late years, till but little room remains for further advancement. Old school-houses giving place to new ones, more commodious and better furnished ; the breaking up of the old districts, and condensing the schools into " union schools," better officered and of longer duration ; the increasing facilities for the acquisition of professional knowledge ; and many other evidences, more or less important, are proudly exhibited to show that the present generation have attained a high elevation in the scale of public education. Indeed, every town of any pretension to respectability, must have its high school, to be upon an equality with the cities and larger towns, which the statute very properly requires to maintain their high schools.

All this is as it should be. It is pleasant to the patriot and philanthropist to contemplate the favorable contrast of the educational privileges of the present generation, with those of the preceding. Good school-houses, good teachers, ample provision, and a general interest, are certainly great advances in the right direction. All are necessary to excellence ; the absence of either would be fatal to complete success. It may be, perhaps, a thankless office, in the midst of this general gratulation, to obtrude an inquiry, whether there may not be some other things equally necessary to success, which have been overlooked among the modern improvements.

"As is the teacher so is the school," is true to the extent that a good teacher is indispensable to a good school. But when, as is common, this hackneyed saying is applied to account for every imperfection in a school, injustice is often done to very worthy and excellent teachers. Great ignorance, to say the least, is manifested by those who apply it so absurdly. Many other things are as indispensable as a good teacher ; and among them may be named, a good school committee. It may well be doubted whether the school committees, through our State, are so good as they were thirty years ago. Then they were more uniformly chosen from the clergy, or other learned professions ; and there was some chance of perpetuating real improvements, and warding off real, and constantly besetting evils. But now, too frequently, the rage for rotation in office, the jealousy towards professional men, the unpopularity of faithful service, the ease with which a disaffected few can displace a most valuable man, throw the election upon men unfitted for the office, either in education, sound judgment, or common sense.

The evils following in the train of such committees, and the changes from bad to worse, as the committees change from year to year, are a subject worthy the "pen of a ready writer," and the eloquence of the ablest lecturer. Such a lecture should be delivered, and then printed, and gratuitously distributed throughout the State.

But my present object is simply to draw attention to only one of the evils consequent upon poor committees. This I denominate The Depression of High Schools. Under its influence, many so styled high schools are high only in relation to those which, under the same influence, are far too low.

We will illustrate by an example. Suppose a high school with the best provision for 200 scholars, 100 of each sex; the seats occupied by those applicants who exhibit the best qualifications in *each*, as well as all of the studies required for admission; a seat forfeited, when irregularly or inefficiently occupied, in favor of a more promising applicant; regular annual admissions; a prescribed course of study, the highest that can be accomplished in the three or four years' course; and a systematic classification. Such a school, under good teachers and good committees, may very properly be termed a high school. The annual cost of such a school may be put at \$6000, or \$30 per scholar. The annual cost of a grammar school for 200 scholars in the same city, under equally good and proper arrangements, may be put at \$2000, or \$10 per scholar.

Now suppose, in process of time, a series of poor committees to come into power. Let all else be the same as before, except such changes as the committees produce; and witness the depression of the high school, and all the lower grades of schools. The pressure for admission to the high school being very strong, the cry of exclusive privileges is raised, and prevails; applicants are admitted upon the aggregate of merits, without regard to special defects in the more difficult studies, or to the age of the candidates; the standard of admission is depressed: one year, Esquire —, whose daughter falls a fraction short of the depressed standard, besets the committee in behalf of his darling; the poor committee, but very good men, willing to please all, and by no means willing to risk any degree of popularity by standing for principle and right, yield, and for consistency's sake, admit not only Miss —, but all others whose merits are shown by the record to stand between hers and the nominal standard: next year Gen. —, having learned the success of Esquire —, tries the same game with like success: the high school is popularized; its benefits are more widely extended; 300 scholars, at an annual cost of \$20 per scholar, enjoy its privileges; and it is supposed that the public have made a great gain; the "dear people" have secured their rights.

Now it may be well to inquire, What is the effect upon the internal operations of the school, and upon the schools of lower grades? The high school is crowded; disorder has the advantage; the classes are inconveniently large; the classification is imperfect, including in the same class as wide extremes as may be found in any school in a back town; one third of the school is no more able to accomplish the course of study prescribed for them, than they are able to accomplish any other impossibility; not from any fault of their own; they have not lived long enough, nor accomplished the preparatory studies, to give them that maturity of mind which is necessary. After long persevering, but vain efforts to preserve the general classification, it is in part abandoned; classes are subdivided, but too late to save the victims who, having been so long striving against insuperable difficulties, have become discouraged; their fond anticipations and aspirations have been blasted; and the high school, which seemed so pleasant and inviting in the distance, has proved as disastrous to them as the distant and beautiful forest, to the discontented squirrel.

In a pecuniary aspect, there seems to be some small gain. The gain, however, is only in the seeming. A very slight examination discloses the fact that the so-called high school expends one third of its energies upon grammar school studies, at double cost; and it is no disparagement to the high school teachers, to say that these extra hundred scholars are less benefited than they would have been by remaining one year longer in the grammar school, where instead of being at the lowest end of the lowest class, vainly striving, and vainly urged, to cope with their superiors, they would constitute the first classes, the brightest ornaments of their schools, and the pride of their teachers; be under the special instruction of the principals and under the strong stimulus of the high school in prospect. Here then is a clear loss of more than \$10 per scholar. Moreover the reduction in the annual cost of the instruction of those who are fitted to appreciate high school instruction, is in no greater ratio than the reduction in the value of that instruction. The overtasked and diverted energies of the teachers are less valuable; and the imperfect classification causes much waste of these from maladaptation. The interruption of the general classification, hindering class emulation and the growth of class attachments, and rendering re-admissions readily attainable, causes great irregularity in the attendance, from which follows an untold waste of the public funds. And, what is not to be overlooked, many of the best scholars, at great expense, go out of town to academies for better opportunities than the high school, in its present state, can afford.

Many teachers, in places where high schools are undergoing this process of depression, are fully aware of the blighting influence upon the school system, and have reasoned and remonstrated with too little success to encourage further efforts to stay the evil. The more sanguine may hope for a remedy, in the appointment of superintendents of public schools. But they would be men subject to like influences and passions as other men; and receiving their appointment from the school committees, and acting under their direction, it is to be feared they would be found inadequate. The disease lies too deep to be reached by ordinary remedies. Perhaps the best course would be to permit the high school to become wholly a grammar school, and to direct attention towards the establishment of a new school that shall be a high school in more than a name. J. S. R.

PRIZE ESSAY.

[READ BEFORE THE MIDDLESEX TEACHERS' ASSOCIATION, IN APRIL.]

THE TRUE LIFE, AND OUR DUTIES TO THE YOUNG IN PREPARING THEM FOR IT.

God has filled this world with beauty and grandeur; on every side are scattered, in rich profusion, the tokens of his love. The whole face of Nature is radiant with loveliness, and beams with an ever-fresh, ever-new glory. Yet, amid all the works of the Creator, what is so wonderful, so beautiful, as the gloriously endowed, heaven-inspired creature, Man? A true man or a true woman—what lofty conceptions of all that is noble, true and good, do these words bring before the mind! Who is not moved by the mention of those who stand bravely out amid the "storms of circumstance and wrecks of time," as the master-spirits, the heroes of the world? Not its blood-stained warriors with the conqueror's fading crown, not its ignoble great, whose splendid wickedness was their only renown; but the true men and women who have bravely met the duties and temptations of life, and calmly gone forth to meet the Angel of Death.

In humble homes and kingly courts, in lowly vales and on mountain tops, they have found out their true worth and filled up the measure of their usefulness. In exile and in slavery, in sickness and in health, in thronged cities and desert wastes, they have toiled and suffered for the victor's crown.

No heart fails to see the exceeding beauty of a good man's life—its blessed presence is felt as an angelic visitant, bearing rich gifts from the gate of Paradise. Who can paint the picture of such an one, so beautiful as the ideal within ourselves?

The intellect, with all its mighty energies developed and matured by long and careful culture, its strong powers of thought directed to wise and noble ends—the heart, with its warm affections purified and guided into channels of blessing; full of sympathy for the sorrowing, and rejoicing for the joyous; grateful for every gift of God's love and patience under every trial—the body, erect and free, with godlike majesty of mien, strong to endure and quick to perform—these, all joined in perfect harmony, sanctified by the presence of that religion which adorns and perfects the whole, may convey some idea of what we conceive to be the true man or true woman. To reach this lofty stature, we believe to be the design of our living here; to grow up into such a manhood or womanhood, to be the aim of our whole thought and endeavor. To help others to attain this is also our work as teachers, as those who would guide others on their onward way. What, then, is our duty to the young immortals committed to our care?

Recognizing this high ideal for ourselves, this constant growth in goodness, we certainly must desire others to grow with us. As these children have not only a mind, but a body and heart, are we doing our whole duty to cultivate the first and neglect the others?

We are not all animal, nor are we all intellectual; neither are we designed to be angels upon earth, but true men and women; as such only can we hope to use all the powers that God has given us for our happiness and the welfare of others.

Do we think enough of these things in our daily duties? Are we not apt to take a school-room view of the work given us to do; hurrying and forcing the maturing of the mental powers, while the moral lie dormant for aught we know?

A delicate and timid girl enters the school, with a heart full of love, shrinking, like the mimosa, from the rude gaze of strangers; all the finer and gentler emotions are developed in that young child, every pure affection is throbbing in that young heart, yet she is awkward from timidity, and reluctant to say the thing she knows is right. She is obedient and truthful, quiet and studious, but still we find her falling behind and we pronounce her dull and stupid. Are we as apt to speak a word of encouragement to her in her difficulties, or commendation in her small progress, as we are to praise the brilliant and showy scholar, in whose eyes burn the fire of genius, whose young mind is sparkling with thought and power? There may be untruthfulness and perverseness in the latter, but do we not bear with them more patiently than with the other's dulness? Every time we do such things, we are placing the less before the greater, and virtually saying, it is of little use to be good, truthful, and gentle, unless one is apt to learn.

Another, a strong-minded but sickly boy is one of our number. Learning is a delight to him; he loves his book as others love their plays; he cares nothing for amusements, he never joins in the school-games and sports of children; he is not active as they, and cannot compete with them. He sits by himself, happy to be alone with a book; it is the dearest of companions to him. His imagination, his perceptive faculties, all have a rapid growth, too rapid for his body; this is puny, while his desire and capacity for knowledge constantly increase. How ought we to treat such a one? Urge him on in his studies, put more books before him and indulge him in his love of solitude? This might indeed make a precocious boy with the intellectual power of a man, but it could go little farther. Soon his fancies would become morbid, his overtasked energies begin to flag, and he would fail of achieving any great work, or perhaps sink into an early grave. No! let all such precocious children, either with healthy or unhealthy bodies, be kept in the open air, with vigorous exercise and merry playmates, as much as possible. They have bodies to be cared for, and hearts to be warmed, and no misanthrope, whether of a man's or child's age, was ever happy, ever living out the life which God designed for him.

A case of disobedience comes up—disobedience not only of the laws of the school, but of the laws of God. The teacher is much occupied, is anxious to hear certain recitations before the close of the day; the pupils know the violation, and feel that a great wrong has been done. Is this to be passed over without comment from the teacher because there is so much to be done? The teacher, surely, is not employed to preach or give moral lectures, but is not every moment spent in enforcing right principle and right action, spent profitably? Indeed, one living truth impressed upon the mind of a child, so that it shall be a guiding principle for life, is worth more than all the Geography and Grammar lessons in the world.

We know that the training of the intellect is to be our chief care, but ought we not to make the school-room the scene of preparation for life, for its true ends and work? and how can we do this, except by untiring care to guide the passions and affections which will be so powerful in maturer years? The desires, appetites and lower propensities will grow without our aid; our duty is to help them to grow up into healthy and beneficent powers—not suffer them to come up like weeds, choking the fair flowers and blighting the sweet fruits in the garden of youth. If these children were always to remain within the walls of the school-room, there would be less danger from neglect; restrained by the presence of older and superior minds, they might pass on with few attacks upon their virtue. But they who now sport in the sunny realm of childhood will

soon emerge from fairy-land to the strife and temptation of a working world; jostled and perplexed, borne up and down by the fluctuations of life, where is their safety but in well-grounded principles made strong by the authority of conscience? Ambition is gnawing at their heartstrings, that mad ambition which was fed in childhood by one wise in head but foolish in heart, one who goaded on his young pupil to untiring efforts to gain the brightest laurels for his brow. The hand that guided him through learning's maze is withdrawn, and he must stand alone, with all his great powers demanding action, his genius panting for a glorious career, and hope pointing to a bright future. How is he to meet misfortune and disappointment, which surely will come? With patience or with repining?—with calm trust or bitter scorn? In such times, how fades away the splendor of learning and genius, and a heart at ease is more coveted than a kingdom. Enjoyment of great gifts brings less happiness than the right cultivation of smaller ones.

We all assent to the necessity for moral training, and believe we have something to do ourselves for the young souls committed to our guidance; but do we not need constantly to press home to our hearts more and more their imperative demand upon us? Not by words of cold reproof can we bring the erring child to penitence; not by thunder-tones upon the offender's ear can we reach the portals of the heart. Only in the spirit of love, strong yet gentle, tender yet firm, can we truly bless them. We can fill them with sayings from books and sharp rebukes, and do them little good; their young hearts want a fresh, living power, to act on them, not the love which praises when a child does well, and chides for a fault merely from the impulse of the moment. No! we want a love large enough and strong enough to reprove their faults in the spirit of gentleness; making itself felt to be no less a real love when it punishes, than when it commends. When such teachers and such only shall guide all our children, will we have true men and women. May it be ours to help on that glorious time, when mind, body and soul shall grow up into their true and beautiful perfection.

TRUE.

THE PEN—in a hand that knows how to use it, is the most powerful weapon known. As the tongue of the absent, how cheering! When the golden tints of virtue guide it, how beautiful! Where self-respect gives it a new vigor, how pleasing! Where honor directs it, how respected! Where wit sharpens it, how fatal! When scurrility wields it, how contemptible! 'Tis the weapon of the soul.

LOVE OF BUSINESS.

THE teacher who loves to teach, — what makes her little boys and girls so still? What gives the neatness and the quiet of her little room? Whence come the zeal and earnestness of those happy voices? Why beams so gladly the face of that studious boy, and what means the penitential gloom that broods upon the lengthened visage of that idle culprit in the corner? How has that teacher learned the magic art of ruling with a glance, while that other storms and threats, and whips and scolds; and yet her boys and girls — hard-hearted creatures! — entertain no sentiments of gratitude for all her fidelity, allow her kind words to pass by them like the idle wind, and impudently persist in making as much noise as she makes herself! Why does one teacher live only to attract and bless, while another, with twice the learning and twice the salary, for every seed of truth she sows in the head, plants an ugly thorn in the heart? What is the secret charm of the former's success? Has it not already been told? — *She loves to teach.*

Love of business is the *sine qua non* of a good, yes, of a decent, teacher. No greater mistake can be made than to suppose that, because a man is well educated and possessed of good sense, he is therefore a good teacher, though the whole business of teaching is to him an irksome task. And yet, how common it is to place such men over our schools, simply because we esteem and respect them as men. The result is, that the opinion which the pupils entertain of their teacher is far different from that of society at large, and the blame is laid upon the waywardness of the boys, which properly belongs to the indifference of their master; the school-room becomes a prison-house to both parties, and almost every spark of cheerfulness and affection grows dim and expires. Mutual crimination and recrimination follow, — the teacher flattering himself that he does his duty, the pupils excusing themselves by pleading the indifference and moroseness of their teacher, and the heart which should be cultivated with tenderest care, is overgrown with briers and thorns.

It cannot be denied that many well-educated teachers fail of success, and quit their business, or plod on in a service which is neither agreeable to themselves nor profitable to their employers, and secretly feel, or openly profess, that they have no love for their profession. They would be glad to love it, but find no method of controlling or changing their affection. The question arises, Is there any remedy for such a disease of the heart? — any philosopher's stone by which our hatred may be changed to love? To the teacher who should ask this question, we would answer: Make up your mind that you are a teacher;

that teaching is your profession ; and that if you are to obtain any reputation or respectability, it is in and through that profession. Cease idly to dream of the laurels you might have won, and the display you might have made by standing in the pulpit, or at the bar. It is a delusive dream. These are fading laurels. How few win them ! and, when won, how little the real happiness they give ! The man who cannot content himself with a competent livelihood, and a substantial reputation for wisdom, honor and virtue, should not teach a single day. The man who esteems the momentary clapping and shouting of an ungrateful rabble above the abiding respect and honor which through life a large class of the most respectable of his fellow citizens shall entertain towards the teacher of their schoolboy days, is not fit for a teacher. He is too selfish and grovelling to instil the principles of truth and virtue into the youthful mind. Such a teacher, however, need not fear that he shall have no opportunity to display his talents, even in his present humble vocation. The keen-eyed boy, from daily observation, soon learns the mettle of his master, and quite too soon our frailties as well as our excellences are rehearsed in every ear. There is no place, perhaps, in which a man will rise or sink so rapidly to his true level, as in the school-room ; and the bright-eyed, roguish boys of a village school, have often found out, in a single week, the shallow merits of some boastful pedant, whom, if he had been the village pastor or doctor, instead of the village teacher, their more experienced parents would have thought, for a whole year, a man of splendid endowments.

Let him, then, who wishes to display his talents, forthwith become a teacher ; and let him love his profession for the faithfulness and rapidity with which it spreads his fame and merits to the admiring world. And let, too, the man who deserves, and soberly desires to secure, the abiding esteem of his fellow-men, for his ability, honesty and virtue, choose and love that profession in which he can fasten indelibly upon the youthful mind the memory of his name. The faithful teacher's sure reward should rebuke our envy at the fleeting fame of him who dazzles for an hour, and is remembered as long.

But the true answer to the question, *How shall we love an object?* is, *Labor for that object.* Labor is the philosopher's stone which will turn indifference, and even hatred, to love. Why does the father so fondly cherish the wealth which his son is so ready to squander ? It is because he has earned it by the sweat of his own brow. Why is the feeble, sickly child, the dearest to the mother's heart ? It is because it has been the object of her daily toil and her midnight care. I have read somewhere of a hermit who vainly strove to win the affections of a child that sometimes visited his hut, by bestowing gifts upon,

and gratifying the wishes of his little visitor. But he met with no success until he reversed the process, and persuaded the child to do the same for him. It was when she began to labor for the old hermit that she began to love him. It is the laboring man to whom blessings are precious and repose is sweet; and it is the curse of wealth that, by removing the necessity of labor, it destroys the first element of love. It begets in the youthful mind, first, an indifference to the feelings of the parent, and then to the welfare of society; and woe to our country when the mother shall not nurse and educate the son, and the son shall not need, by his own personal labor, to repay the parent's care. In social life it is the giver, and not the recipient, who feels affection warmest glow. Charity blesses him who gives, as well as him who takes.

If, then, we become indifferent to a benefactor or a friend, we must forthwith make him the object of our labor and beneficence. We must hasten to do some act of kindness, or bestow some token of regard, and in the very act the dying embers of affection will begin to glow. So, too, in regard to your profession. If you are conscious of too little zeal or love for it, you must awake to action. Is there a fault?—you must summon up every energy to correct that fault. Be patient, but determined, until you have brought things to your mind. Is your school-room soiled and gloomy?—let it forthwith be purified and cleansed. Is your furniture broken?—send it straightway to the joiner. Do your boys distract you by their noisy tramping to the recitation seats?—send them back again, and cease all other instruction until they are taught to walk like gentlemen. Shake off your repining, for it is your privilege to command. Have something to be proud of. Determine to preclude the necessity of a tame apology to every visitor by bringing things to your mind; and, if you are a true man, you will succeed. Put your head and hands into the work, and your heart will follow. The very exertion will awake your attention, arouse your pride, and secure your love for your business.

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

THIS Association held its Fourth Semi-annual Meeting in Concord on the 6th and 7th of April. Although the weather seemed quite unfavorable the first morning of the session, yet there was sufficient interest in educational matters to secure a *large* attendance of teachers of both sexes. From some cause, unknown to us, we were not permitted to exchange congratulations with our Charlestown friends.

The Association was *warmly* welcomed by the Rev. Mr. Angier, to the revolutionary scenes and the hospitable homes of old Concord; to which the President of the Association, C. C. Chase, Esq., of Lowell, responded. After the business of the A. M. the subject of "School Attendance" was discussed by Messrs. Fiske, Russell, and Robertson, of Lowell, Dow, of Lexington, Stone, of Woburn, Knapp, of Somerville, E. Smith and Ladd, of Cambridge.

The discussion elicited enough to show the utter *worthlessness* of the statistics on attendance—each town or city computing upon different principles, with as many varying results—and to show the great need there is of having a *just* and *universally followed system of computation*.

"The proper Temperature of the School-room" was then taken up, and discussed by several gentlemen, showing quite a diversity of opinion, and that in so important a matter there should be definite knowledge, and judicious arrangements.

AFTERNOON SESSION.

The committee appointed at the last meeting to examine Pierpont's Series of Readers reported *disagreement*, and requested to be discharged. Mr. Kimball, of Lowell, then offered the following resolution: Resolved—"That Pierpont's Readers constitute the best series in use in the State." Discussed by Messrs. Kimball, Stone, Jamison, of Somerville, Ladd, E. Smith, Fiske, Russell and Rev. Mr. Angier, whereupon the committee were discharged and no further action taken.

Rev. F. D. Huntington, of Boston, was then introduced to the audience. His lecture upon "Unconscious Tuition" was truly beautiful and practical. It is to be hoped that Mr. Huntington will be invited to deliver it before many more Teachers' Meetings. It should be heard or read by every teacher in the land.

EVENING SESSION.

A lecture from Prof. A. Crosby, of Boston. His subject, "The Earth as the Home of Man," was handled in an interesting and instructive manner.

SATURDAY, A. M.

Two prizes, one of \$10.00 and one of \$5.00 were offered by the Association to the lady members for essays upon subjects chosen by themselves. The essays to be sent to W. A. Stone, Woburn, by the 10th of Sept. next.

P. B. Strong, Esq., of Springfield, was then introduced as the lecturer of the A. M. His subject, "The Influence of the Teacher," was ably discussed in its bearings upon the prosperity

of the country, and the masses in general, in the various departments of Science, Literature and Theology.

The results of the *true* and the *false* teacher were vividly portrayed, and a beautiful and touching tribute to the character and influence of Miss Mary Lyons was given.

The customary Resolutions of Thanks having passed, the Association closed another of its pleasant, and we trust, profitable session.

J. W. HUNT, *Sec.*

OBITUARY.

[For the Massachusetts Teacher.]

THE decease of Mr. Edwin Wallace Bartlett, late teacher in the Eliot High School, West Roxbury, has left a vacancy not only in that school, but in the whole corps of teachers, which cannot easily be filled. Though withdrawn by Providence from his earthly labors at the early age of twenty-six, he had already devoted, wholly or in part, ten years to the profession of his choice.

A brief review of his life cannot fail to profit every thoughtful reader.

Mr. Bartlett was born in Bethel, Me., September 12th, 1828. His early childhood exhibited the buddings of those mental and moral characteristics, which matured into abundant fruits in his later years. A remarkable gentleness of demeanor, a constant equanimity of temperament, a careful regard for the feelings of others, a conscientious devotion to duty, a quiet but unyielding perseverance in the pursuits of desired objects—these were some of the most prominent qualities which began to be developed in his youth, and which, in no common degree, adorned his manhood. While yet a boy, he was distinguished above his companions for the refinement of his tastes, and for a love of reading and study.

At the age of sixteen, such were his scholastic attainments, and such was his strong, though modest self-reliance, that he successfully taught a winter school in his native State. He continued to teach during the winter seasons, with uniform success, until he graduated from Bowdoin College, in September, 1848. As a college student, he was marked for his diligence and fidelity. He attained a high rank in scholarship, although the delicacy of his physical constitution debarred him from that rigorous application to study, which would have given him the highest satisfaction. In college, as everywhere else, all who knew him were his friends, and those who knew him best, esteemed him most.

After leaving Bowdoin, he taught one term in Phillips, Me., thence he removed to Woburn, Mass., where he conducted the principal grammar school with well-known success. In 1850, at the unsought solicitations of the committee having in charge the procuring of a teacher for the female department of the Eliot School in West Roxbury, he was induced to connect himself with that school. Here he remained until the fall of 1853, when a disease of the lungs, accompanied by general debility, compelled him to ask for leave of absence. Hoping that a southern climate might favor his restoration to health, he went to Cuba. There he spent several weeks in examining schools and visiting places of interest. From Cuba he went to Louisiana. Having become well acquainted with the schools in New Orleans, and flattering himself that his health was reëstablished, he turned his steps homeward. Passing up the Mississippi, he stopped awhile to visit a relative in Northern Illinois. While there he took a severe cold, which brought on a cough, attended by chills and fever. As soon as his strength permitted, he resumed his homeward journey, and arrived in his native town in June, 1854. Notwithstanding all discouragements, he still confidently hoped that he should at the opening of the fall term, be able to reoccupy his place in school. Not until the summer vacation had nearly passed could he bring his ever sanguine mind to the sad conviction, that his work as a teacher was done; that the pupils to whom he was so warmly attached must be intrusted to other hands. Having tendered his resignation and remained in school a few days, until a successor should be appointed, he bade his scholars an affectionate farewell, and then, for the last time, returned to the home of his youth, followed by the sympathies and blessings of young and old.

After a long and painful sickness he calmly expired on the 20th of February, 1855.

Death had no terrors for him. He had lived a conscientious life; had endeavored to perform his whole duty; and when he saw that his departure was near at hand, he conversed freely and cheerfully upon his condition, gave the minutest directions in regard to his burial, and the subsequent disposition of his property, and finally sank to his eternal rest, (to use the words he had just desired a brother to read to him,)

“Like one who wraps the drapery of his couch
About him, and lies down to pleasant dreams.”

Mr. Bartlett excelled both as a disciplinarian and as an instructor. As a disciplinarian he was distinguished by a gentle but unyielding firmness, by remarkable equanimity of temper, and by regard for neatness, exactness and system. Every scholar knew that a rule once announced by him, would *be rigidly enforced*, and no one ever had occasion to doubt that

the teacher was in earnest in all he said. Surprise has often been expressed, that a man so mild in appearance as Mr. Bartlett, should have been able to govern his school so successfully. The secret of his success lay *in his self-control*. He never allowed himself to exhibit angry feelings; was always patient, forbearing, considerate; calmly deliberated before acting on important matters; pursued his way carefully and wisely, never taking a backward step, but making every advance a permanent gain. During an intimate association with him for three years, the writer never saw him, when he seemed for a moment to have lost the fullest command over himself.

His school was always a quiet one. To a superficial observer, its quietness might have appeared the result of inactivity; but beneath it all, there ran a deep strong current of mental and moral life.

As an instructor, Mr. Bartlett was marked by a regard for thoroughness and comprehensiveness. While the careful study of certain text-books was required, he carried his instructions far beyond them, opening to view as fully as possible the broad domain of knowledge, and awakening in the youthful mind an earnest desire to gather in its treasures.

He was a man of indefatigable industry. In season and out of season, by day and by night, his best energies were devoted to the welfare of his pupils. Often did the setting sun leave him at his work in the schoolroom; often did the midnight lamp light up his pale face, as he prepared for the duties of the coming day. Loving his profession and keenly alive to his responsibilities, he forgot his own health and comfort in unremitting conscientious endeavors to elevate the moral and intellectual standard of his school. As a teacher he was *a model of noble, untiring, self-sacrificing faithfulness*.

His intercourse with his fellow-teachers and with society, was characterized by courtesy, simplicity, and sincerity. By nature sensitive in his own feelings, he was peculiarly careful not to do or say aught that could disturb the feelings of others. Never would he allow himself to speak unkindly or enviously of his brother teachers. Inspired by a worthy desire to discharge his duties in such a manner as should command approbation, he had too lofty a soul to harbor that petty envy which often tempts men to exalt themselves on their neighbor's ruin. Towards all he was uniformly kind and generous, forbearing and forgiving. Tenderly as a woman did he sympathize with the sufferings of others; patiently as a martyr did he endure his own. Quietly, as he lived, and with Christian hope he closed his eyes in the sleep of death; sweetly he rests in the still graveyard of his native village, undisturbed by the passing river's solemn murmurings.

D. B. H.

MATHEMATICAL.

THE following question will excite none the less interest among the young mathematicans from the fact that it is a real one, the items having been originally obtained from one of our New England railroad superintendents. We trust that some of the pupils in our schools, or others interested, will send us their solutions. We will publish the best.

Three railroad companies, A, B, and C, agreed to make a division of their joint proceeds, as follows:—Each was to make 48 trips; A was to have 44, B 35, and C 21 per cent. of the earnings. But, from unforeseen circumstances, A made only 30, B 36, and C 24 trips. What per cent. of the joint proceeds should each company have?

We insert the following with pleasure, and would ask a continuance of such favors:

MR. EDITOR;—With your permission, I will call the attention of the readers of the "Teacher" to a set of equations, which, it is said, cannot be solved by quadratics.

The equations are as follows:

$$(1) \quad xy = 1020$$

$$(2) \quad \sqrt{x+y} - \sqrt{x-y} = x-y.$$

Required the values of x and y .

H.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... Boston. C. J. CAPEN, ... Dedham.	RESIDENT EDITORS.	ELBRIDGE SMITH, Cambridge. E. S. STEARNS, . . Framingham.
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LITERARY NOTICES.

A TREATISE ON ENGLISH PUNCTUATION. *Designed for Letter Writers, Authors, Printers, and Correctors of the press; and for the use of Schools and Academies. With an Appendix, containing Rules on the Use of Capitals, a List of Abbreviations, Hints on the Preparation of Copy, and on Proof-Reading, Specimen of Proof Sheet, etc. By John Wilson. Third Edition, enlarged. Boston: Printed by John Wilson & Son, 22 School Street. New York: C. Shepard & Co., Fulton Street. 1855.*

THERE is, perhaps, no department in which even good writers differ so much, none in which good writers fail so often, as in punctuation. Admitting that instances often occur for which the books will not furnish definite rules, and that frequently the good taste of the writer is his only guide, there will be an ample

field of usefulness for a work on Punctuation. We will not admit that any writer, compositor, or proof-reader, is so well versed in this somewhat intricate art as not to need a work of reference. Even for spelling, the best writers have occasionally to refer to the dictionary, so treacherous is memory; but how much more liable is it to fail in the vastly deeper and more numerous intricacies of punctuation; and how much the greater need is there also of having the judgment well exercised by frequent perusal of the rules and examples of a complete work. We will even go so far as remind our readers that there is a philosophy underlying the whole subject; and that if in dignity, as a study, it may not be compared with the philosophy of rhetoric, it is entitled to attention as a branch kindred with, and auxiliary to, the latter.

The work whose title we have quoted at the head of this notice, is as comprehensive and as philosophical as the most careful scholar could wish, so clear and intelligible that beginners may understand it, and it may be recommended as the best treatise on the subject of punctuation that has ever been published. It is a new and much enlarged and improved edition of a work issued by the same author, in England, some years since, entitled "A Treatise on Grammatical Punctuation," which has been a *vade mecum* with writers and proof-readers, and which has given him the credit of having produced that rarest of all educational productions—a *good book*. Mr. Wilson enjoys a high reputation among writers and scholars as a man of refined taste, good judgment, and critical discernment, and as one well schooled in all the practical details of his profession, being himself a practical printer. We mention these circumstances, not with the idea that we can add to his reputation, but in order to assure our readers that they may possess themselves of a work deemed by good judges as reliable.

If any wish to be enlightened on the importance and uses of correct punctuation, we would refer them to the able Introduction of Mr. Wilson on this subject. It should be read by all. About 250 pages of the work are devoted to the subject of punctuation. The Appendix contains a complete treatise on the use of Capital Letters. It treats also of the subject of "Abbreviations and Representative Letters," giving a comprehensive list of all those in use. Its remaining subjects are "Italic Characters;" "Terms relating to Books;" "Hints on the Preparation of 'Copy' and on Proof-Reading," to which is added a Specimen of Proof-Sheet, and explanations of the marks used by correctors of the Press. Let us not forget to mention the complete Index, a most invaluable accompaniment to a good book.

We most emphatically assert that no writer or proof-reader can intelligibly correct for the press, without the use of Mr. Wilson's work as a hand-book of reference, and that no teacher should fail to supply himself with a copy.

DISCOURSES AND SPEECHES, *Delivered at the Celebration of the Semi-Centennial Anniversary of Monson Academy, Monson, Mass., July 18th and 19th, 1854.*

THE above-mentioned pamphlet is of marked educational interest. We regret that our limits will not permit us to do it justice. It has, of late years, become a matter of very common occurrence at our various institutions of learning, to call home their alumni on the anniversaries of those events which have signalized their history. These occasions do something more than merely to revive old friendships, and furnish opportunities for agreeable social intercourse. Did they, however, do no more than to secure these results, they ought by every proper means to be encouraged. But these annual, decennial, semi-centennial, and centennial celebrations are calculated to promote, in a most important manner, the future interests of the institutions at which they are held. They awaken in every noble mind a fresh sense of obligation to the institution in which it was educated; and this sense of obligation has not unfrequently found expression in something more tangible than an after-dinner speech, or a series of resolutions passed with great unanimity and then forgotten. Much may also be done on these occasions for the history of education at these institutions, a subject respecting which there is a surprising amount of indifference. We doubt if there be a dozen literary institutions in Massachusetts of twenty years' standing, whose history could be written with that degree of accuracy which is desirable, and, we should be inclined to say, even essential. If we may be allowed to speak from experience, we should give the opinion that not one half the towns in this State can furnish a complete set of their school reports, from the time when the law of the Commonwealth required them to be printed. The impression seems to be that these documents are of merely transitory interest, and will never be wanted after it has been ascertained how much money has been spent in the past, and how much will be wanted in the coming year. As the records of the mental growth of a community,—as a means of determining how high an estimate is placed upon the training of the young,—in short, how far the interests of the *man* are prized above the body which he inhabits, and the estate which he possesses,—these reports of school committees are little read, and, we fear, still less valued. The remark is often made, yes, it has even been printed, that the routine of school life presents no materials for history; and yet who will deny, after a moment's reflection, that in this same period of school-life the foundations of character are laid, and the direction given to individual, and through the

individual to national character? As the history of an individual is incomplete without his school-life, so the history of a community must ever be unsatisfactory without its educational history. It was a law of the Homeric poetry, that the arming of the hero for battle should enter into the description of the battle itself. The law is founded upon one of the most obvious principles of our natures. We delight to trace effects to causes. We delight to dwell upon every circumstance of splendid preparation which contributes to fit the great man for the scene of his glory. We delight to watch, fold by fold, the bracing on of his Vulcanian panoply, and observe with pleased anxiety the leading forth of that chariot, which, borne on irresistible wheels, and drawn by steeds of immortal race, is to crush the necks of the mighty, and sweep away the serried strength of armies. This remark, which we have quoted from a review of "Tomline's Life of William Pitt," expresses quite forcibly the interest which properly belongs to the history of our schools, academies, and colleges.

Mr. Hammond, the present able Principal of the Lawrence Academy in Groton, and formerly Principal of Monson Academy, appears to have a just sense of the importance of the history of that class of schools in which he has so successfully labored. His "Historical Discourse" at the Monson celebration, is quite a valuable contribution to our very scanty literature in this department. He has briefly sketched the causes which led to the establishment of the numerous academies which were incorporated in this State, near the close of the last, and in the early part of the present century. We most earnestly wish that he may be able to fill up the outline which he has drawn, and give us a truly worthy history of these institutions which have done so much for the State, and which now, in some measure, seem to be giving place to the more strictly Puritan model, the High Schools, or, as they might more properly be termed, the Grammar Schools. No man is more capable of doing this work than Mr. Hammond.

The pamphlet under notice also contains a very excellent discourse by the Rev. Richard S. Storrs, Jr., D. D., on the "Relations of Commerce to Literature." We regret that our space the present month will not permit us to gratify our readers with some extended extracts.

E. S.

Bridgewater Normal Association:—The next Annual Convention of this Association will be held at Bridgewater, Mass., on Wednesday the 8th of August. The Address will be delivered by Rev. Samuel J. May, of Syracuse, N. Y.

E. A. H. ALLEN, *Pres.*

INTELLIGENCE.

S. D. Hunt, Esq., has resigned the mastership of the High School in Concord, and has taken charge of a private school in North Bridgewater. Mr. Hunt has had charge of the High School in Concord for several years, and leaves it with the highest regards of the community which he has so faithfully served.

John Ruggles, Esq., has resigned the mastership of the High School in Brighton, to take charge of the High School in Taunton.

Prof. Samuel S. Greene, late Superintendent of Public Schools in Providence, R. I., has been appointed Professor of Natural Philosophy and Engineering in Brown University, and has already entered upon the discharge of his duties. Prof. Greene has been one of the most active and efficient laborers in the cause of popular education in New England, for the last fifteen years. His services in Massachusetts will justify us in giving a brief history of his labors in the cause of education. Prof. Greene was graduated at Brown University, in the class of 1837. Immediately after leaving college he took charge of the Worcester Academy, at that time called the "Worcester County Manual Labor High School." In this school he established his character as a thorough and efficient instructor. After remaining in this position about three years, he was appointed Superintendent of Public Schools in Springfield. He retained this position until the office was abolished in 1842. He then became connected with the English High School in Boston for a short period, but was soon appointed to the mastership of the Phillips School, at the time of its establishment in 1844. He remained at the head of this school until he entered the service of the Board of Education. After laboring for some time as the agent of the Board of Education, he accepted the Superintendency of the Public Schools in Providence, R. I., where he has labored with great efficiency and success until the present year. Prof. Greene's labors as an educator, have not been confined to the work of oral instruction simply. About the time of his coming to Boston, his attention was especially directed to the subject of English Grammar. In 1847 he published his "Grammatical Chart." This was soon followed by his "Analysis," a work which we shall venture to pronounce the most thorough, and, at the same time, the most natural and simple of all the various works on English Grammar, which have as yet appeared in this country. An abridgment of the "Analysis," "The First Lessons," was

published in 1849. In 1853 he published his "Elements of English Grammar." Prof. Greene's labors as a grammarian reflect distinctly his character as a man. They are clear, thorough, and, in our humble opinion, exhaustive of the subject. In leaving the sphere in which he has so long and so acceptably labored, we can do no less, and, indeed, could scarcely do more than to wish for him in his new field of labor, the same success which has thus far attended him. The Professor will not, however, thank us for speaking of him as *leaving* the cause of popular education. We are conscious that he will ever feel a deep interest in the welfare of Public Schools throughout our country.

Charles J. Frost, Esq., recently master of a Grammar School in West Cambridge, has been appointed master of the High School in Concord.

Ide & Dutton have just received a valuable addition to their collection of maps. Among them we notice an entire set of Banerkeller's maps in relief, including Europe, Great Britain and Ireland, France, Germany and Switzerland. Teachers who are not familiar with Banerkeller's maps in relief, will find it to their advantage to call and examine these specimens. Those maps properly used in our schools will introduce quite a new era in the study of Geography. The same firm has also received a fine collection of English mural maps of better quality than we have before seen.

Hickling, Swan & Brown will soon publish two Latin-English Dictionaries by Dr. William Smith, the editor of the Dictionaries of Biography and Mythology, Antiquities, Geography, &c. These Dictionaries, judging from the specimen sheets which we have seen, will constitute an important addition to our means of classical study. The larger will be somewhat less in size than Andrews's edition of Freund. The smaller, the school edition, will be of a convenient size for school use. These works will be published simultaneously with the English editions under the superintendence of a competent American editor.

The same house have in a state of forwardness a new High School Dictionary, by Dr. Worcester. This Dictionary will be found to be a work of more than ordinary interest, as it will combine features different from any that have characterized any other American dictionary.

Hickling, Swan & Brown will also soon publish a History of Rome, by N. G. Liddell, one of the editors of Liddel & Scott's Greek Lexicon.

E. S.

J. W. Bulkley, A. M., has been appointed Superintendent of the schools of the city of Brooklyn, N. Y., and we venture

to say that a better appointment could not have been made. It is a just reward of well-earned merit. Mr. Bulkley has long been known as a member of the corps of *active* teachers. Growth and promotion have followed naturally as the consequence of faithful and persevering labor in the business of teaching. To him it has been a labor of love. We claim him for Connecticut. He commenced his career in this State some quarter of a century since. We then heard of him in Albany. Next, as head of a very large school in Williamsburg, and Principal of the City Normal School. He is now at the head of public instruction in the third city in the Union, an elevated and responsible station, for which his experience has given him the right preparation. For such a place, a practical teacher is needed who has enlarged views and a talent for business. Such is Mr. B.—*Conn. Com. Sch. Journal.*

DEDICATION OF THE COMINS SCHOOL.

THE fine school house upon Gore avenue, in Roxbury, which has been completed within a few weeks past, and which has been named by the School Committee of that city the "Comins School," in honor of the late Mayor, was yesterday afternoon, in the presence of a large audience, solemnly dedicated as a temple of instruction for youth. The audience which was gathered together upon this interesting occasion, was composed in part of the young ladies who, under the superintending charge of Miss Sarah A. Cushing, late a teacher in the Boston Franklin School, are to be its future inmates, and partly of their brothers and sisters, their parents and kindred, and many zealous and disinterested friends of the cause of education.

Most of the pupils have heretofore attended the Dudley School, and have been actually crowded out by increase of numbers. The school-house which was thus dedicated with impressive exercises, is a handsome and substantial brick structure, about sixty feet in length, by forty feet wide, and cost twenty thousand dollars. Each story is designed to accommodate two divisions of scholars—sixty in a division—so that there is room in the entire building for three hundred and sixty girls. The apartments are finished in plain and elegant style. The arrangements throughout are excellent—no pains or expense being spared to render the rooms as well adapted as possible to the purposes for which they are designed. The school already has the nucleus of a library in the shape of a handsome donation, which, as many of our readers will remember, was presented to it a few weeks since by Mr. Comins—a part of the donation being intended for the purchase of books, and the remainder for investment as a library fund. The books which have been purchased with this money and placed in the library,

comprise chiefly standard works of an elevating and instructive character, such as Sparks's biographies, Hume's History of England, Annual of Scientific Discovery, and Prescott's lives and histories.

The exercises of the dedication were commenced by Mayor Ritchie, who made an appropriate address, which was listened to with deep attention. After announcing the purpose for which the congregation of people had assembled there, he spoke of the completeness of the building and of the important purpose for which it was to be used. He said that upon the educational interests of a city were based its highest hopes. He was proud of the efficiency of the Roxbury schools, and he hoped that at some future day they would be even more efficient than at present. He trusted that a time would come when educational interests would be so cared for that no child in the city would grow up uninstructed. Acting in behalf of the city Mr. Ritchie said that it was now his duty to transfer the building to the School Committee, to be used as a grammar school for girls; and, as he gave the keys of the house to the Hon. Bradford K. Pierce, the chairman of the Committee, he expressed a hope that they might always give entrance to a glorious temple where good learning might be sought and found, and pure and holy influences ever reign.

The Lord's Prayer was sung by the scholars, after which Mr. Pierce, the chairman of the School Committee, replied in suitable terms to the address of Mr. Ritchie. After an allusion to the interest which gathered around the occasion, he observed that the pecuniary cost of the building had been very great, and he was glad to say that the repeated calls of the School Committee for money had been cheerfully met by the Mayor and other members of the government and by the citizens generally. He remarked that the character of this school was such as to make it an interesting experiment. It was peculiar, inasmuch as a *lady* was to preside over it and to take the entire superintendence of the pupils. If the experiment was successful, and he doubted not that it would be so, the result would do more to advance the position of woman than a score of public meetings could do.

The Rev. William H. Ryder offered a prayer of dedication and a song was sung by the children.

The Hon. Linus B. Comins was then introduced, and made a brief address. He spoke of the paramount importance of, and influence exerted by the common schools of Massachusetts, and of the dependence of many persons upon them for all the school education which they receive. He spoke of the responsibilities of teachers, and expressed a hope that no rules would ever be introduced into this school which would have a tendency to infringe upon the rights of conscience and religious belief. He

regarded education as the corner-stone of the great social and political fabric.

Another song was sung, and Dr. Barnas Sears, the Secretary of the State Board of Education, next made a very interesting speech, in the course of which he alluded to the great improvement which had taken place in the character of school buildings, as well as of schools of Massachusetts, within comparatively a few years past. He spoke of the high character sustained by the schools of Massachusetts, in general, and those of Roxbury in particular—touched upon the superior facilities for female education which this age presented over the past, and drew a comparison between our schools and those of Europe, which was highly favorable to our own educational system. The schools for the peasantry of Europe, indeed, were well conducted in some countries, but there the pupils were taught rather physical than mental labor. The aim was more to give them a means of supporting themselves through life, than to confer upon them an intellectual education. In connection with the fact that this school was to have a lady superintendent, he remarked upon the recent discovery among us that the sphere of teaching is peculiarly adapted to woman. There were now several thousand teachers in the State, and of these about five thousand were females. Massachusetts and some of the other New England States had more female teachers, in proportion to the whole number of teachers, than any other country in the world.

At the conclusion of Mr. Sears's remarks, there were successively introduced, the Rev. Mr. Anderson of Roxbury, Hon. Mr. Dawley of Fall River, Hon. Mr. Warren of Boston, Rev. Mr. Ryder of Roxbury, and James M. Keith, Esq., the City Attorney of Roxbury, who was presented by Mr. Pierce as a rare specimen of the species human—*an honest lawyer*. All of these gentlemen made excellent speeches, short and to the point.

Mr. Pierce then introduced Miss Cushing, the future teacher of the school, to the pupils, and publicly delivered to her the keys of the house; and the ceremonies of dedication were closed with a prayer by the Rev. Mr. Twombly of Jamaica Plain.—*Boston Journal, March 22d.*

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THE Fifteenth Semi-annual Meeting of the Norfolk County Teachers' Association will be held in Wrentham Centre, on Monday and Tuesday, the 4th and 5th of June next.

Lectures will be delivered by Rev. Thomas Hill, of Waltham. Prof. B. F. Tweed, of Tufts College, Somerville, and Robert Bickford, Esq., Principal of the Young Ladies' High School, Roxbury.

"The Proper Selection of School Studies,"—"Defects in Reading, and their Remedies,"—"Management of Primary Schools," are the subjects selected for discussion.

THE.

MASSACHUSETTS TEACHER.

Vol. VIII, No. 6.] WILLIAM L. GAGE, EDITOR OF THIS NUMBER. [June, 1855.

DR. ARNOLD A CHRISTIAN MAN.

ALL have noticed with pleasure the growth of the feeling, which is now becoming so prevalent, with regard to the late Dr. Thomas Arnold. While he was the Head-Master at Rugby, he was one of the marked characters of England. His strong political animosities, his continued opposition to the Oxford theology, his vehement animadversions against the evils of the day, and the zeal with which he labored to effect the changes which his own judgment approved of, made him not only a marked man, but also roused a spirit of bitter hostility to him, which, as Arnold remarked, has perhaps never been paralleled in the history of schools. In the school-room, his influence was ever great; yet, as his biographer tells us, it was to a large extent bounded by the walls of Rugby. Four years he labored to establish himself in the confidence and affection of the young men there; and when at the end of that time he felt that this object was attained, began his powerful sway over the succeeding classes. It was not till his death, however, that his influence began widely to be felt; the number of his pupils had then become very large: they were to be found, not only at the Universities, but scattered, as Arnold beautifully foretold that they would be, through England and her colonies; and then when his pupil Stanley gave the seal to his life by sending forth his modest and elegant biography, in which his teacher's character speaks on every page, Arnold began to be recognized, not only as the great instructor of this age, but also as the thoroughly devoted Christian man.

We do not wish to fill the pages of this magazine with the details of Arnold's life; they may be found in their own place. In fact, his is not a life, but a character. He accomplished no sounding exploit; he never met a hair-breadth escape; he saved no soul from drowning or shipwreck; he explored no distant

land ; he made no brilliant discovery to dazzle the eyes of mankind ; he was born, he lived and died ; he left nothing but works partially executed, and a fragrant character which has strengthened and inspired many already, and which will prove a continued blessing which shall outlive this age.

Arnold was an eminent teacher, but we are not to suppose that he had not his equal. We have no reason to suppose that in the communication of knowledge, he was not excelled in some departments. Rugby then, as now, was not mentioned first among the public schools of England ; young men went thence to the Universities well prepared, but not better than those from Eton and Winchester. For success in stimulating young minds in intellectual pursuits, Dr. Arnold was deservedly celebrated ; his biographer tells us that the room where the lessons of the Sixth Form were heard, was probably the " scene of the greatest intellectual ardor in the kingdom." But we must not be led into a false estimate of the relative position which Arnold ought to hold as a *teacher*. His glory lies in this one word : he had the distinguished honor of being the first who introduced the religious element into the great public schools. That he was the pioneer in this great work, let us never forget ; and while we concede to others skill in the communication of knowledge equal to his, let us reserve for Arnold the proud honor of having christianized education.

It was Arnold's crowning excellence as a teacher that he was so thoroughly religious a man. His whole life was the consecration of himself to God, and to his duty. In these days, when there is so much one-sided cant about humanity, and devotion to its interests, it is refreshing to turn to the pages of Stanley's well-told biography, and learn what such devotion is when pure and true. If ever Christian man lived, that man was Thomas Arnold. If there has ever been manifested persistency in the cause of Christ,—resolute opposition to evil, and sympathy with good,—it was shown in his life. In many cases, it is true, he did things which were not expedient ; sometimes, too, he opposed evils which were the offspring of his own fancy ; but in all that he wrote, said, and did, there lives such a vigorous Christian spirit, that we cannot sufficiently admire and imitate it.

And his religion was wholly without cant. Though on almost every page of his biography there occur expressions which, falling from the pen of a common man and an ordinary Christian, would sicken and disgust, yet we always feel that they are the sincere expressions of one who is not only conscious of the whole meaning of his words, but religiously feels their force. And Arnold was no fanatic ; his religion was not of that spasmodic nature which now almost expires, and anon shoots up in dazzling splendor. Arnold's devotion was constant and

well sustained, and whether teaching in the quiet hamlet of Laleham, or uttering his last words, amid the terrible pain of angina pectoris, there ever breathes a strong and unwavering spirit of devotion. If one is ever impressed with the fact, that, aside from all the hollow mockery which religion often assumes, there is a reality which may be shown in the thoughts and actions of a man, he can strengthen that impression by studying this noble character. If one feels that the flame of piety is burning low in his own heart, if the words of Arnold as they are exhibited in his letters and in his recorded observations do not kindle it into greater vigor, there are but few means which will.

We must remember that we, as teachers, generally fail, if we do fail, not in the communication of knowledge, but in the sustaining of a well-balanced mind, and a perfectly consistent character. Here we can take Arnold as a model. He was, it is true, no saint. He was a man of strong passions, easily betrayed into extreme severities of language, lacking in toleration, fiercely independent, but yet so prayerful a man, so watchful of himself, so regardful of his trusts, and so impressed with the present hand of God, and so filled with a reverential spirit, that we reject one of the great means which have been placed in our power, if we do not study his life to attain light for our own feet.

WORDS TO READING TEACHERS.

IF that advice is well founded which would have the reading of romances limited to those which have received the highest praise, there is still more reason that your reading of poems should be more select still. There are not many true judges of poetical merit; not that any are so blinded in taste or so infatuated by patriotism as to rank "Hail Columbia" with the "Lycidas" of John Milton; but there are but few who would claim any infallibility in judging of poems unsanctioned by a well known name. The ladder to poetical fame is the hardest of all to climb. The successful novelist and the accomplished historian are helped upward in their ascent by the encouraging shouts of admirers; the aspiring poet is met with the snarl of unappreciating ignorance, the growl of envious malice, and the bite of unheeding criticism. Sometimes an attempt is made to mount to the top at a single leap, and fortunate is he who resists with success the rude attempts to thrust him down.

Great poems are to be really studied, not simply read. If Shakspeare committed his glowing thoughts to paper without earnest labor and deep premeditation, he is the only great poet who has done so, unaided by inspiration from an ignoble source. And it is an act of base injustice to give to thoughts thus labored

out, that slight attention only which the columns of the daily newspaper receive. If you admire a poem, if you believe that you admire it, lock it up in your memory, and do not lose the key. Often let its words be on your tongue, and its sentiments be in your heart. Let it be *magna pars tui*,—a great part of yourself.

There is a depth of thought in great poems which you cannot fathom at the first perusal; a subtlety of expression which you cannot then explore. Have you read "Paradise Lost"? Have you read it but once? Then you have seen little of Milton but the words he uses. Has "Hamlet" had with you but a single interview? Then you know but little of the Prince of Denmark. Many, if not most of the brilliant poems in all languages, refuse to yield their essence but after the powerful and repeated trials of the mind's furnace. And more estimable by far is that inward satisfaction which results from the thought that you *know* such a poem as Coleridge's Ancient Mariner, and feel its depth, than all which the cursory reading of the English poets from Chaucer to Wordsworth can give. And though it be but plain advice, yet I would ask the teachers who may read these words, if they have never searched for diamonds in the mines of some great poem, to go there at once, and bring to light brilliants which shall throw a gleam of light over the intellect, give lustre to the taste and brightness to the affections. A great poem is exempt from the broad law of decay. Its life is the life of a lofty soul; and when your hopes flag, and your life grows heavy, you may resort to it and draw thence an unfailing spark, which shall kindle anew your drooping spirit. And when you feel an unwillingness to dwell upon the masterpiece of some gifted mind, when you feel a desire to pass from poet to poet, pleased with the harmony but unimpressed with the thought, then mark the token that your soul is as a withered leaf on the lifeless body, which no electric spark can kindle again into healthful action.

Let me press upon the attention of teachers the prime necessity of reading,—reading much and faithfully. The lower man is in the scale of civilization, the more complete is his isolation; the higher he is, the more numerous and strong are the ties which bind him to his fellow-man. Hence books, which are printed minds, are, and must ever be, the grand accompaniments of civilization; from them might much ever be drawn, to aid men upward in their struggle for fame, honor, and wealth.

Next to being thankful that we have minds of our own, let us be grateful that we have, in books, the minds of others; that there are embalmed for us, not only choice words and nicely culled sentences, but fragrant, refreshing thoughts; that the wise and noble of antiquity are ours, our friends, our counsellors; that evanescent imaginings, grand facts, sagacious reasons, and

bright flashes of wit have been caught and bound, and made prisoners under the covers of books.

It is written, that when the children of Israel were bitten by venomous reptiles in the wilderness, they turned to the brazen serpent and lived. When we are harassed by the cares and trials of life, we may turn in like manner to books, and draw from them the sources of our inner life. They have a tear for our sorrow, a smile for our joy, a strengthening word for our weakness, a reviving cordial for our despondency, something to aid us and to cheer us ever. Let us cherish them, and learn to love them; let them be near us; let the library be the sacred place of our households, and true-souled authors our most trusted advisers.

“ O Books, ye monuments of mind, concrete wisdom of the wisest;
Sweet solaces of daily life, proofs and results of immortality;
Trees yielding all fruits, whose leaves are for the healing of the nations;
Groves of knowledge, where all may eat, nor fear a flaming sword;
Gentle comrades, kind advisers, friends, comforts, treasures;
Helps, governments, diversities of tongues; who can weigh your worth?
The silent volume listeneth well, and speaketh when thou listeth;
It praiseth thy good without envy, it chideth thine evil without malice;
It is to thee thy waiting slave and thine unbending teacher.
Need to humor no caprice, need to bear with no infirmity;
Thy sin, thy slander or neglect chilleth not, quencheth not its love;
Unalterably speaketh it the truth, warped not by error or interest;
For a good book is the best of friends, the same to-day and forever.”

THE BIBLE A SUPPORTER.

DR. PAYSON, when racked with pain, and near to death, exclaimed, “ Oh, what a blessed thing it is to lose one’s will!— Since I have lost my will, I have found happiness. There can be no such thing as disappointment to me, for I have no *desires* but that God’s will may be accomplished.”

John Newton, in his old age, when his sight had become so dim as to be unable to read, hearing this scripture repeated, “ By the grace of God I am what I am,” paused for some moments, and then uttered this affecting soliloquy: “ I am not what I *ought* to be. Ah! how imperfect and deficient! I am not what I *wish* to be. I abhor that which is evil, and I would cleave to that which is good. I am not what I *hope* to be. Soon, soon, I shall put off mortality, and with mortality, all sin and imperfection. Though I am not what I *ought* to be, what I *wish* to be, and what I *hope* to be, yet I can truly say I am not what I once was, a slave to sin and Satan; and I can heartily join with the apostle, and acknowledge, ‘ *By the grace of God, I am what I am.*’ ”—*Youth’s Companion.*

REPORT OF PROF. H. S. FRIEZE,

*On the Course of Study preparatory to admission to College.
Read before the Michigan State Teachers' Association, April
5th, 1855. /*

IN the May number of the "Michigan Journal of Education and Teachers' Magazine," we find a very interesting account of the "Annual Meeting of the Michigan State Teachers' Association," which was held at Ann Arbor, in the early part of April. From the published report of the proceedings of the Association, we should judge that the meeting must have been one of much more than ordinary importance. Among those who took a prominent part in the exercises, we recognize the names of several gentlemen who have but recently occupied important positions in the schools and colleges of New England. We are glad to observe that Prof. Boise, formerly of Brown University, and now professor of Greek in the Michigan State University, is doing valuable service in the cause of public education in that State. Prof. Frieze, recently connected with the University Grammar School in Providence, R. I., and now professor of Latin in the Michigan University, is also laboring with ability and effect in the same cause. The latter gentleman read a report before the Association, on the course of classical study preparatory to admission to college. The views presented in this report seem to us eminently just, and we have thought that we could not do our readers a better service than by giving them a place in the "Teacher." There are now so many boys preparing for college in our public schools, that elementary classical instruction seems to claim from us a larger share of attention than it has hitherto received. Massachusetts sustains nearly one hundred High Schools. In all, or, at least, in nearly all of these schools, the Greek and Latin languages are taught. We hope the time is not far distant, when an attempt will be made to systematize more perfectly our course of preparation for college. We hope, in some future numbers of the "Teacher," to present some further communications on this important subject.

E. S.

Our view of the preparatory classical course must depend upon our view of what constitutes a liberal education, and what should be a collegiate and University course. A lawyer, who was somewhat distinguished for impertinence, when once pleading before the venerable Judge Story, took occasion to lay down the law, applicable to the case, with more minuteness of detail than seemed to the judge either complimentary to his own learning or profitable to the jury; whereupon, he hushed the advocate

with some such remark as this : " Mr. Smith, it is to be taken for granted that the Circuit Court of the United States has already acquired some little knowledge of Blackstone."

In like manner it is to be taken for granted that an assembly of teachers needs not to be told what are the principles on which a noble standard of education must be reared. Their very calling, and the disposition which has led them to adopt it, imply a love of intellectual attainment in every form ; a desire that every variety of human knowledge may go on increasing forever ; a generous zeal for the whole work of education, in its indivisible unity ; a largeness of charity like that of religion itself, which embraces in its sympathies all who are contributing in any way to the common cause ; hoping with strong confidence, not for the progress of one community alone, but for that of all mankind ; grieving to see any branch of learning depressed ; rejoicing in the success of every legitimate enterprise, be it for the advancement of science or of letters ; the promotion of the Primary School, or of the National Institute ; the application of science to industry, or the cultivation of æsthetic art. Such is the spirit of every teacher who is worthy of his profession, and in accordance with this comprehensive spirit will be his idea of large and liberal education.

Every discovery or invention of man ; every production of the human mind ; every creation of the pen or the chisel, of whatever time, of whatever nation ; every principle of science, every rule of art ; every fact in nature, every event in history ; every object which can excite curiosity and lead to contemplation, whether existing now, or hereafter to exist ; known now, or hereafter to be known ; enters into this noble edifice of human education ; forms a part of its material, some one of its members, or some portion of its adornments. It is an edifice, indeed, ever increasing, ever unfolding something more of the glorious design of the Divine Architect, like the great temple of Jupiter Olympus, or the no less magnificent cathedral of Cologne, growing for ages in size and beauty, yet never complete.

Here lies the secret of our success ; that we recognize the *unity of our work* ; that we aim at *unity of action*.

No matter whether we believe it or not, in our profession it is as true as Holy Writ, that we " are members one of another." If one suffer, in some way all will suffer ; if one neglect his proper functions, or perform them imperfectly, the whole body must bear the injury. When each fulfils his part, the entire system glows with healthful vigor and activity, attains the highest development, gladdens society with the greatest blessing, and presents to other communities the pleasing and instructive example of a State educational organization, well proportioned, well arranged, complete, harmonious, and efficient.

The instructors in the collegiate course, the instructors in academies, and those of the union and primary schools; those who talk to the young man, and those who talk to the child; those who discourse of the stars, and those who teach the A, B, C,—all are held together by a bond as indissoluble as that which constitutes the continuous identity of the child, the youth, and the man. Separate your present self, if you can, with all your acquirements, your experiences, your memories, from that dreamy child, or that careless boy whom you remember as your former self,—sever your young and diminutive frame from that manly growth which it has now attained,—cut asunder the impress and character of your boyhood from your present mature character,—when you can make such a division of your identity, then you can divide those different stages of education through which you have been led by different hands; then can you say those successive guides have no common interest; then can you say that teachers in different departments are isolated in their pursuits and purposes, and may be uncongenial in their sympathies.

On the unity, therefore, of that mind whose development is our aim, rests the unity of our work; and from the unity of our work arises the necessity of a harmonious unity of action.

What shall we say, then, of those essayists and schemers who have disseminated in late years the idea of an incongruity, and a sort of antagonism between certain departments of study?—Who have indirectly encouraged the silly notion that the world is burthened with too much learning; that there are more productions of genius now in existence than we can afford to spend our time upon, and that we had better let them die; that those ancient writings, those eyes through which we look into the old world, and draw light from its vast experience, must be forever closed, and our direct communion with the past be confined to the last three or four centuries; that henceforth we shall look into the mind of former generations, and learn the thoughts, the loves and hatreds, the woes and joys of our race for fifty-six hundred years of its history, only through the refracting and imperfect medium of a present and an infant literature.

This idea, we say, has been inculcated indirectly, and perhaps, too, without a clear apprehension on the part of its advocates to what result it must legitimately carry us. For, had the proposition been boldly put, that “it is expedient to seal up the classical literature, and to close the pages of the Greek and Hebrew Scriptures, and henceforth to depend upon our present translations, and upon the exegeses already extant for all our knowledge of those monuments both of inspiration and genius,”—this proposition would have been at once condemned by all true lovers of education and of mankind. But yet all this is in-

volved in the idea and doctrine that classical studies have ceased to be useful, and now must be regarded only as an ornamental accomplishment. For when we deny their utility, we certainly shut them out from any solid scheme of education, and we shall find, if anything can be learned from history, that the few, nay, even the Christian Ministry, will not cultivate that which the people neither appreciate nor encourage. Did not nearly all learning die out from the Latin, the Greek, and the Alexandrian churches, when it was left wholly to the priesthood? did it not revive again and soon grow to full vigor, when the people began once more to love the light, and demand that their clergy should search the original text of Holy Writ? And could the puritan clergy of New England venture to neglect their literary culture, in those early days, when their parishioners, though poor and starving, nevertheless set aside each his bushel of corn for the support of Harvard College?

Sound learning has indeed received a wound in the house of its friends; but we need not fear the result. Nothing which is truly valuable to the world, nothing which has fostered civilization, nothing which instructs, refines, and elevates the thoughtful; nothing, in fine, which embodies the undying inspirations of genius, and the everlasting truth of God, shall either perish, or pass away from human knowledge. We have the pledge of this hope in the strong vantage ground already held by civilization over barbarism; we have it in the phoenix nature of the printing press; we have it, above all, in the sure progress and ultimate victory of truth and Christianity.

But this foolish quarrel, this apple of discord thrown into the midst of our divine feast by some fury, jealous of our love and harmony, has for a moment excited hostility, not between Juno and Venus, but between Minerva and the Muses; between science and literature;—setting at variance those who are alike the daughters of Jove and the friends of man; all gifted with skill, with wisdom, and grace; all alike scattering their peaceful blessings upon the world. This unnatural alienation and warfare among the sister arts reminds us of the strange delusion of the lovers in the "Midsummer-Night's Dream." During their slumbers beneath the grove, the frolicsome fairy touched the eyelids of some with a potent herb which made them, on waking, scorn their admirers, and court the smiles of those who were indifferent to their prayers. So the votaries of learning were, perhaps, too securely sleeping,—sleeping on the acquisitions of the past,—wrapped up in their dignity beneath the quiet halls of their grey old colleges,—too regardless of the world around them,—when some mischievous spirit touched their heavy eyelids, and raising a hue and cry around their ears, caused them to wake and look on each other with estranged and hostile feel-

ings. The professor of chemistry, the mathematician, the political economist, suddenly found that the dead languages were monopolizing too much time in the educational halls; the advocates of the latter in their turn were pushed into a position which was somewhat too arrogant. "Scientific studies are practical," said one side; "Literary culture is ennobling," said the other. Both parties were right, and both were wrong. No disciple of learning can love his pursuits too ardently, none can press the claims of his favorite department with too much enthusiasm.—We must be earnest, or we can neither learn nor teach to advantage. Every one must magnify his office. But in doing this he must remember that there is room and ample scope for all. And he is committing a kind of suicide, when he seeks to uphold his own department, whatever it may be, by decrying the rest. This antagonism, however, of ancient learning and modern science, has already lost its acerbity, and will soon be numbered with the things that were, but not without some good effects, notwithstanding the momentary evils which may spring from it. The discussion has called attention to the value of classical studies, and to the grounds on which they rest their claims. The age boldly challenges all past usages to come forward and maintain their position in open court, and by sufficient evidence, or else to yield their usurped dominion over the minds of men; and the age has a right to make the challenge. The life of man is a precious, a holy thing; most especially is the period of youth a gift fraught with unspeakable weal or woe. It is the time allotted by Providence to the formation of character and the acquisition of habits which shall tell upon eternal destiny. Studies which claim to fill up a large part of this formative period, so big with fate, should be examined with keen-eyed suspicion, and at once thrust from their proud eminence, if they fail to make good their pretensions. And it need scarcely be said that the classics have survived the fiery ordeal, fully sustained in their position, and more completely entrenched than before in the hearty esteem of all those who are the friends of learning and religion. The arguments which have been presented in their defence it is unnecessary here to repeat.

We hold, then, that the position of the classics, as an integral part of our educational system, is impregnable. And in consequence of the very strength of their position they should submit cheerfully and with patience to the just strictures which have been provoked from time to time by the errors, the deficiencies, the conceit and pedantry, with which nearly all are chargeable who have been engaged in teaching them and advocating their claims. Those who are pursuing these studies, who desire to see them cultivated in the right spirit, and producing all the good they are capable of, far from deprecating

any attempt to question the utility of their labors, and the wisdom of their methods of instruction, should be the first to look into the real condition of their department of education, to point out the mistakes and abuses that exist, and, if possible, devise a remedy. We are upon strong ground: we have nothing to fear from the confession of our sins: let us make a clean breast. In the first place, let us plainly acknowledge that while the classics have not been without some good fruits, still, on the whole, up to the present time, they have accomplished nothing in this country adequate to their pretensions;—that they have failed, with but few exceptions, to promote, so much as they ought to do, the mental discipline of our youth;—that they have been so poorly studied as to make scarcely any lodgement in the memory;—that we have learned them and taught them in miserable fragments;—that, in short, we are ignorant ourselves, and our pupils are generally more ignorant than their teachers; and if we can do no better, we have no right to the inestimable time now assigned to us in the educational course. What then shall we do?

In the first place we want combined and united effort on the part of all who are engaged in this branch of education; that unity of action, which, as before suggested, is necessary to the success of the whole educational enterprise, and which, if possible, is still more essential to that portion of it which embraces the classical studies. If we act separately, without regard to a common relation, each pursuing his own plans, neither giving nor receiving counsel, it is evident that we must remain where we now are, moving perpetually in the same circle;—hopeless “gerund grinders.” Let us break up this isolation; let us do it here, though in other communities they may choose to maintain still the dignity of solitude. Let us come together, and agree upon some uniform and progressive scheme of studies, which shall secure to our students in each part of their course, the precise kind and amount of instruction they may need; which shall designate the particular subject of attention best adapted to each step in their progress, and thus secure to them the most economical and effective employment of their time from the beginning to the end. Without this unity of action on our part, I need not say, every attempt at improvement must fail. It is a Herculean task to break up the old and preposterous course and method which, originating no one knows where, has rested like an incubus upon our classical learning for many generations. Again, I say, let us come together.

One cause of our failure is to be found in a national trait of character, which, though baneful to all branches of learning, and operating perpetually against the success of all our institutions, is more pernicious to the classical course than to any

other. It is "hurry." The pupil is in a hurry, the teacher hurries, the college hurries. The result is a matter of painful experience. We are superficial and inaccurate; always crippled, always obliged to turn back and learn again just when we can ill afford the time; always learning and never coming to knowledge; and in the end dissatisfied with our education, and convinced that we have lost more days, nay, years, in retracing our steps to gather up what we have neglected or lost, than we have ever gained by hurrying. But this tendency to haste does not arise wholly from our natural disposition; it is in some measure the result of circumstances. The college requires too much reading in the preparatory course; the teacher is sometimes ambitious to put his classes over more surface than they can well understand, and the pupil is often influenced by the desire to shorten his term of study, so as to save expense or to get into his profession.

So far as the colleges are concerned, I think it will be found everywhere that even while they persist in crowding the preparatory course with so much reading, they prefer that the candidate should come prepared to sustain himself well on what he has read, though it be but a fraction of the whole; and that he should be thoroughly drilled in the grammar. They want thoroughness rather than quantity; a knowledge of the language itself rather than a mechanical and imperfect translation of this or that author. And they invariably find that those students make the highest attainment, who come from the few institutions where little, comparatively, is read, but much written, and much analyzed and tested by the grammar. The teacher, then, will consult the real interests of his pupil by diminishing the quantity, while he encourages in him the habit of critical accuracy.

Another mistake, we think, is generally made in the introduction of poetry too early in the course. Suppose a Persian or a Burmese youth were placed under your charge for the purpose of learning the English language. Would you at the end of six months or a year put into his hands the "Paradise Lost" or Pope's translation of the Iliad? These productions can be appreciated only by a grown up and educated American; and what prudent teacher would select such works to be read by an uneducated and undisciplined youth from a foreign land, just making his first acquaintance with our language? And yet the absurdity in his case would not be so glaring as in the one we are endeavoring to illustrate; for the teacher would have the advantage of instructing in his own, living language, and the youth would be greatly aided by constant intercourse and conversation with those to whom that language was native; whereas, the beginner in the ancient languages derives no aid from the living voice,

while the teacher feels more or less uncertain of the real meaning of the text. If, therefore, it would be unwise to introduce the foreign student so early to the reading of Milton, much more unreasonable is it to put our own pupils into Virgil, when they are hardly acquainted with the elements of the Latin grammar. Yet this we are doing year after year, under the prescription of an old custom, just as if Virgil grew, if I may so speak, in that part of the course, and must be read at that particular point or no where.

We say nothing of the sacrifice of so fine an author, the most perfect versifier, according to Addison, of all the ancient poets. But we protest against the sacrifice of the time and the best interests of the student. He spends six months or a year, and in some schools, more than a year, upon Virgil, when he should be reading Cæsar, Sallust, or Nepos. If he really understands the author as a poet should be understood, and this, we know, is not often the case, what knowledge has he acquired in the meanwhile of the fundamental principles of the language? Is epic poetry the proper medium for learning the general usages of a language? Or should the language of poetry be studied before that of prose is at all understood? Poetry departs in every line from the ordinary rules of construction and arrangement, and abounds in grammatical and rhetorical figures. Presented to the mind at an early stage of the course, these exceptions and peculiarities become as conspicuous in the memory as the general laws, and are confounded with them,—if, indeed, either rules or exceptions can be remembered in the effort to grasp so many things, and crowd them into the brain at once. But in general there is little effort of this kind, for the teacher is too much in a hurry to dwell upon the important differences of idiom in poetry and prose, while the student, in his eagerness to get over the ground, hardly knows whether he is reading the *Æneid* or Nepos, or whether his translation makes sense or nonsense. He tramples rough shod over the delicate and beautiful conceptions of Virgil, ruthlessly crushing, like a horse in a crockery shop, every polished image, every costly vase. Let us at once rescue Virgil and our pupils from this time-honored abuse.

Johannes Clericus, several generations ago, wrote on this matter of the order of classical studies in substance as follows.—Every thing must be taught at the proper time and in due course; each step should be well taken; one thing should be finished before another is begun; the simplest things should be studied first, prose before poetry; grammar before rhetoric; history before philosophy. Take first those authors whose style is nearest that of conversation, such as Terence and Plautus; then the easier historians, Cæsar and Nepos; read them through; commit sentences to memory; and imitate them with sentences of

your own ; you may now venture to enter carefully and slowly upon some of Cicero's orations : after which, you can read Livy and Sallust ; you may then study with advantage the satires of Horace and Juvenal ; then Tacitus ; and last of all the Odes of Horace and the *Æneid* of Virgil. Thus the lyric and the epic crown the work, and the flute, the lyre, and the wreath lend grace and glory to the well designed and well compacted fabric. Only prefix to this arrangement of strictly classical authors, an elementary training in the paradigms of some grammar, accompanied with simple exercises in translating reciprocally from one language to the other, and your whole course of education, at least in one language, is complete. As to the order of reading in Greek, there is no difficulty that we are aware of, and therefore it need not be discussed here.

But the wisest arrangement of authors will be of no avail as long as the attention of students is directed so exclusively to translating, and this in the haste and impatience of which I have spoken above. Colleges must cease to countenance a rapid and superficial preparation. And who will deny that at present they nearly all encourage the candidates to present themselves too early ? The colleges are feeble, and they need the tuition ; or they seek for large numbers and popularity, even when they do not depend on tuition. In this state, at least, if we will be decided, we can place this matter in the right attitude. Here, again, the advantage of a mutual understanding and of concerted action is apparent. Let the schools and academies have the assurance that the terms of admission will be adhered to, and that their students cannot slip from their hands half prepared ; let the collegiate faculties, on the other hand, receive no one without the recommendation of his preceptor, and let them feel confident that none but such as are worthy shall be recommended.

But there are still other evils. A good classification is a condition of the highest success ; the division of schools into departments, according to studies, and of departments again into classes, according to attainments. But the limited number of teachers makes this difficult at present, if not impossible. Still, as all studies suffer, and not least the languages, where classification is imperfect, we must approximate as nearly as the circumstances will allow to a proper classification, and patiently wait for the time when a more liberal support, a greater number of teachers, and a more complete division of labor, will bring this most desirable object within our reach. Meanwhile, an earnest spirit, a philosophical method, and a careful attention to the wants of the pupil at each step of his progress, will make up in a great measure for disadvantages beyond our control.

We should not leave this subject without pointing out the deficiency, which is very general, in the English elementary train-

ing of candidates for college. They are too often ignorant of geography, of English grammar, and of spelling; and they seldom acquire habits of neatness and propriety in drawing up written papers. These deficiencies cannot well be made up in college, and they continue to cripple and annoy the victim of early negligence through his whole life.

Shall I now venture to propose a plan for united action? Let a standing committee be appointed on classical education; let their first and immediate business be to report a course of studies. Let such a course be thoroughly discussed, and, if possible by the sacrifice of individual preferences, let it be adopted as the preparatory course of classical education to be pursued in this state. As uniformity is the most important consideration, we may feel assured that any course agreed upon by the teachers will meet with the hearty approval of both the Regents of the University, and of the collegiate faculties. Students thus prepared at different institutions in the same manner would come together in college classes under tenfold advantages, and the success and profitableness of their whole education would be greatly enhanced. Every one must see that when the preparation is unequal, the best scholars are obliged to wait for the rest, and that the standard of attainment is thus determined by the poorest. In addition to this, an organization might be entered into in connection with the general association, and subordinate to it, for the purpose of corresponding, of holding occasional meetings, and of keeping alive a more earnest and effective interest in this department of education.

THOUGHTS FOR CONSIDERATION.

It is scarcely necessary to seek examples for confirmation of a truth so obvious,—that we must have a Christian schoolmaster if we would have a really Christian school. The days are happily passing, if not quite passed, when the schoolmaster of the school for the poor was not very unfrequently the greatest reprobate in the parish. This evil is the relic of a neglectful age, and a low state of public opinion, and will soon, we trust, have disappeared; but there is a great gap between open immorality and that high Christian bearing, to gain which for the teachers of our youth ought to be the effort and prayer of all who love their country. What a vast responsibility thus devolves on those who guide our training-schools, for masters and mistresses; where the future trainers of our youth are to be themselves trained. We trust earnestly, that the Government inspectors will never lose sight of the paramount importance of moral and

religious qualities, while they insist, with wise inflexibility, on the maintenance of a high intellectual test.

Perhaps there is no man whose character is so continually exposed to observation as the schoolmaster ; a hundred prying eyes eagerly, with youthful quickness, note his every look ; his lightest word is weighty for the small republic over which he rules ; besides, he is exposed to great trials of temper ; and the varieties of his temper are always watched carefully, as inspiring fear or hope. There is no man who has so much need of thorough self-control, if he is to do his duty, and very few, who, if they fail of their duty, will do more immediate and extensive harm. Unless, therefore, a schoolmaster enters on his work in an earnest, Christian spirit, he must fail grievously. No amount of knowledge he can communicate will make amends, if he does moral harm by his example ; and he can scarcely avoid doing harm, if he fails to do good.

Besides, the schoolmaster has a great many other peculiar trials. He has much drudgery, which he will never get through satisfactorily for any length of time, unless he be borne up by an enthusiasm that springs from right principle. Often he lives in a remote country district, where he can find few persons of any intelligence to associate with ; and if he has been well prepared for his office, he must love intelligent society. Hence his case is like that of the country pastor,—and both will be much exposed to temptations, to settle into indolent habits, unless they have an unfailing spring of healthful activity within.

Perhaps, then, the most important of all the points to which those zealous for education ought now to be directing their attention is, to consider the best means of providing really good masters and mistresses for our schools. We hear a great deal in the present day of the importance of the master's office. Some may be afraid, not without cause, that the common mode of speaking on this subject may inflate our young teachers with self-conceit. A pedant means a schoolmaster ; and the way in which the secondary has completely superseded the primary sense of this word may well remind us what the rock is on which schoolmasters are most apt to be shipwrecked. Sir Walter Scott is reported to have said, in reference to this proverbial failing, that he never "knew a schoolmaster who was not an idiot ; and," he used to add, "the greater the schoolmaster, the greater the idiot." Of course, self-importance is the natural fault of men living much with their inferiors in intellect, to whom their very looks are law ; and it may be quite possible to aggravate this natural evil by injudicious talk about the high position which the schoolmaster ought to occupy in the social system. It will be a sad consummation of our training-schools, and all our other educational efforts, if we but deluge the land

with a new generation of prigs more intolerable than the pompous specimens whom we are accustomed to laugh at as relics of a bygone age.

The old parish schoolmaster of Scotland was often saved from being a mere pedant by the very necessities of his situation. He was commonly obliged to be a pluralist, in order to eke out his scanty salary ; and a man must needs have known something more of the world than falls to the lot of a mere schoolmaster, when, as used often to be the case, he had to unite the duties of secretary to the justices of the peace, collector of the parish rates, and perhaps exciseman and land surveyor, besides those of precentor or parish clerk, with his ordinary jurisdiction over the parish school, and was also occasionally obliged to take his turn in the herring fishery, and spend his spare hours in the cultivation of a small farm. Modern improvers not unreasonably complain, that this system of pluralities left the parish school but a poor chance of success : And we shall have few such pluralists in future. The more need, then, since our new race of schoolmasters are to be schoolmasters only, that we take effectual steps to save them from a schoolmaster's faults. Men will not be made fit for a difficult position by merely talking of its importance ; but by being very diligently and thoroughly taught whatever they are required to know, by having the difficulties they are sure to meet with carefully pointed out to them, and being made, with God's blessing, to feel, rather than speak of, their responsibilities, while they daily learn how impossible it will be to fulfil them without very earnest efforts. A mere enumeration of some of the chief qualifications for a good schoolmaster, ought to be enough to make a self-confident man humble. Personal piety—vigor both of mind and body—natural aptitude to teach, and a power of sympathizing with the young—learning—earnestness of purpose and genuine simplicity and humility, united with a power to command—who is the man adorned with all these gifts ? Yet always, so far forth as the master fails in any of them, he is deficient for his work. It may be thought that the learning is not great which is required to teach a parish school ; yet even the range of study is in itself considerable ; and, if a man is to teach freshly and thoroughly, he must know a great deal more than he is required daily to communicate. His highest class, and the pupil teachers, between sixteen and nineteen years of age, whom he is required to prepare for examination, will very soon find out his shallowness, if he is not always increasing his own stores.

It is said of Arnold, in words quoted from his Life :—

“ Whatever labor he bestowed on his literary works, was only

part of the constant progress of self-education, which he thought essential to the right discharge of his duties as a teacher. . . . Intellectually as well as morally, he felt that the teacher ought himself to be perpetually learning, and so constantly above the level of his scholars. I am sure, he said, speaking of his pupils at Laleham, that I do not judge of them, or expect of them, as I should, if I were not taking pains to improve my own mind."

We lay it down as a certain principle that a good schoolmaster, even for the poor, must be a student. He must study for the general improvement of his mind; and he must study specially in preparation each day for the principal lessons he has to teach. Without this special preparation, even a man of high abilities will be apt to teach vaguely; he will not know at once the points on which it is of chief importance to dwell, for the sake of the particular pupils he instructs. The peculiar nature of the Scottish parish school makes such efforts on the teacher's part even more necessary than in England. It is well known that it is in the country schools of Scotland that many youths receive their only preliminary instruction before they go to the universities. Hence the master is very commonly required to be able to teach the Classics. An instance is mentioned of "a remote Highland parish in the southern extremity of Banffshire having had the benefit, since 1845, of a teacher of such scholarship as to qualify him to discharge temporarily the duties of the Greek chair, King's College, Aberdeen, with general approval." The schoolmasters of Scotland have in a great degree in their hands the early education of the future Scottish clergy. We cannot speak too strongly of the necessity for their laboring to make themselves men of cultivated minds.

We have said that bodily as well as mental vigor is requisite for a good schoolmaster. This opens up an important question. Arnold used to say that he would leave Rugby as soon as he found that he could not run up the library stairs. A vigorous mind may indeed long sustain the flagging energies of the body in spite of bad health or the approaches of old age; but, speaking generally, of course a schoolmaster ought not to be an old or infirm man. Something must be done to provide schoolmasters with the means of retiring, if we are to have them everywhere generally efficient. The Dean of Hereford, in the introduction to his suggestive Hints, thus writes on this subject:

"Mr. Mouseley in his report calls the attention of schoolmasters to a most important subject—one not less important to their own happiness and welfare, and to that of their families, than it is to the interests of education in general,—the consideration of means for providing for support in time of sickness and of old age, and of contributing towards the maintenance of a family in case of death; he

adds, that a mutual assurance or benefit society, formed upon a secure basis, among persons of this class, and conducted under the auspices of the Council on Education, would be an inestimable benefit." "This is a question in which the public are deeply interested, as affording the only means of protection against a master continuing to hold his situation, when from age and infirmity he is unfit for the duties of it; and school-managers will find some plan of this kind their only security against incompetent teachers, who have become so from being advanced in life, and whom it would be cruel and unjust to deprive of their situations, unless they had some provision to fall back upon."

And now we would bring our present remarks to a close, by noticing three points to which we wish the attention of all well-wishers of education in Scotland to be directed, while a Government measure is in suspense. The grand desideratum, as we have stated all through this article, is to secure proper teachers. It ought to be the effort of the friends of education to raise the teacher, and increase his efficiency in every possible way. For this purpose we beg them to consider how far individuals, and the trustees of the various educational endowments in the land, can exert themselves even without waiting for Government;—1st. To provide retiring pensions for masters and mistresses when unfit for duty; 2d. To increase their salaries while still active; and, 3dly. To found and maintain efficient schools or colleges in which they may be duly trained.—*North British Review*.

LONDON, 1855.

A course of letters on Education in Europe can be best introduced by one on English Schools; for though the gymnasia and training schools of Germany have a reputation which extends beyond their own country, yet, since England seems so near to us, in its common language, in its Protestant institutions, and in its schools,—many of which have been known to us by name from childhood, and which are so closely connected with the biographies of men whose writings are cherished not less in America, than in England,—it becomes us to commence first with the country of our forefathers.

In most of my letters I shall describe visits to celebrated schools; for I think that it is in this way that those who wish to see, as it were, for themselves, can best decide whether the schools of Europe have the advantage over our own; but for the reason that no stranger is allowed to listen to the ordinary recitations of English schools, and to be present during the

hours of instruction, I must present the result of my observations of these schools in a general form.

The most prominent things, then, which strike a teacher from the schools of Massachusetts, is the singular arrangement of the rooms for instruction, and the laxness which prevails in the matter of order. The English seem as yet to be just at the outset of a course of improvement in the general arrangement of their school-rooms. There is not that diversity which exists with us; but most of the houses are built on the same general plan. The rooms themselves are large, but their very size, added to the small amount of contents, gives them an air not at all in keeping with the effect of our crowded school rooms. Let me sketch the inside of a British school-house.—If it be intended for both sexes, the rooms are generally distinct, and range side by side. Around the hall is one row of movable benches, and before them a long desk. At the end of these desks, at which the pupils sit, is a chair for the teacher of a section, and in one corner of the room is the seat of the head master. It not unfrequently happens that six teachers occupy the same room. I asked several if they did not experience inconvenience from this arrangement. They told me that they did not, and brought up that argument which is so often urged in behalf of noisy school-rooms,—that they discipline the pupil to habits of thought, independent of outward circumstances. The argument may be a valid one, but I could not see its application in an English school-room.

Independent of this, there is not that air of quiet which is so pleasant to an American teacher. Things are permitted which would not be tolerated with us, and the effect of the whole is rather painful than otherwise. Whispering is but little prevented in the higher schools, and that old-fashioned evil of cutting the seats exists here in full force. It is strange that this should be justified, and in some schools even encouraged; but it is so. But when one sees in the panels or desks of some old buildings like that of Westminster School, or King Edward, the names of Addison, Rowe, Charles Lamb, and Leigh Hunt, the reason becomes apparent. It is that old and strange truth, that the boys before us in our school-rooms are to be the men of coming time, and that from them are to spring the Miltons and the Washingtons of the future. And though the building be mutilated most sadly, one cannot harshly chide the spirit which would fire youthful ambition, by constantly reminding in so significant a way, that all great men have once been young.

I have said that the school is held in but one room. But in the great public schools, like Eton and Harrow, the sixth form has a separate place for instruction; and all readers of Arnold's

life will remember his allusions to Library Tower as the spot where many of his strongest interests were centered.

The appliances of the school-room are not very different from those with us, yet there is, as with us, a great diversity. In most, however, that I have seen, there is a large array of printed cards, containing statistics of every kind. Yet the best schools here have very little machinery of this sort. One of the best that I have visited, the National School in London, displays merely a few blackboards; and the sentiment now seems to be very general in such schools, that the best kind of education is that which imparts rather quickness of thought than facts, and an ability to study rather than the results of the study of others.

The appearance of the English youth as they are found in the schools, is very prepossessing. They are accustomed to invigorating field sports, and their carriage at school partakes of the frank, open manner which such a training always gives. And though at times this spirit has to be checked, yet it makes the intercourse of teacher and pupil doubly interesting beyond the walls of the school-house. The teachers, as a general thing in England, cultivate the society of the young committed to their care, and there subsists that strong attachment which is so common with us, between teacher and pupil.

Teachers' associations are common in England, as with us. The only difference is, that the pastors and the teachers celebrate them together, since here the teacher's work is not disunited from the clergyman. Most of the eminent teachers here preach every Sunday, and Arnold's case, so far from being a solitary instance of the teacher and preacher united, is but an example of what is here most common. This seems to me the working out of a correct principle. I have never thought that the teacher fulfils his work, if he abstains from teaching religious truth, and here, where the most eminent teachers are thought worthy of high places in the church, I recognize the true sphere of the successful instructor of men.

Yet there is here among a certain class, much bandying of words about forming a separate profession, and standing on a platform as high as lawyers, clergymen, and physicians; and I am told that a society has been formed, having this as its special end. But I cannot think that here, any more than in America, words are to accomplish this; if these claims are to be allowed, they will be allowed only to those teachers who proceed in their work scientifically, and on philosophical principles; not to those who claim for all who bear the name of teacher the honors which the worthy few should receive alone. Even with us, where the science of teaching is much more advanced than it is in England, there are not many really professional teachers;

and no amount of talking will ever persuade the public that the number is large.

My opinion of English schools is, that, in the study of the Classics, they are far in advance of ours ; but that, in orderly government, general arrangements, and in effectiveness, they are not equal to our own. I shall have occasion to dwell more upon them at some future time.

W. L. G.

THE STORY OF WILLIAM TELL.

[From Zschokke's History of Switzerland.]

KING ALBERT informed the Confederates in the Waldstatten, that he wished to have them as dear children of his royal house, and that they would do well to place themselves under the protection of Austria, as faithful subjects ; that he would make them rich by fiefs, knighthoods, and booty. But when the mountaineers replied that they much preferred to remain in the ancient rights of their fathers, and in immediate dependence on the empire, he sent to them, as imperial bailiffs, severe and wicked men from his own territory, to oppress and harass them, that they might be desirous to detach themselves from the empire, and put themselves under the sovereignty of the house of Austria. He sent Hermann Gessler of Brunegg and the knight Beringer of Landenberg. They did as imperial bailiffs had never before done, and took up their abode in the land. Landenberg went to the king's castle, near Sarnen in Obwalden, and Gessler built for himself a tower in the country of Uri. The taxes were increased, the smallest offences punished by imprisonment and heavy fines, the country-people treated with haughtiness and contempt. Gessler, passing on horseback before Stauffacher's new house, in the village of Steinen, cried out insultingly, "Shall peasants be allowed to build so finely?" And when Arnold Anderhalden, of Melchthal, in Unterwalden, was condemned for some slight offence to lose a yoke of fine oxen, Landenberg's servant took the oxen from the plough and said, "Peasants may draw the plough themselves." But young Arnold, irritated by this insult, struck the servant and broke two of his fingers. Then he fled into the mountains. In revenge, Landenberg put out both the eyes of Arnold's old father.

Whoever, on the contrary, adhered to the bailiff and did his will, was treated with indulgence and was always in the right. But all did not escape, who, trusting in the protection of the bailiff, thought themselves entitled to do evil ; and, as there was no longer any justice to be had in the land, each man helped himself, and this occasioned many disorders. But the

bailiffs laughed and persisted in their tyranny; they not only trod under foot the chartered franchises of the people, sanctioned by emperors and kings, but disregarded the everlasting right to life which God has given to every man.

While the oppressors laughed, and the oppressed groaned in the valley of the Waldstatten, the wife of Werner Stauffacher, in the village of Steinen, said to her husband: "How long shall the oppressors laugh and the oppressed groan? Shall foreigners be masters of this soil, and heirs of our property? What are the men of the mountains good for? Must we mothers nurse beggars at our bosoms, and bring up maid-servants for foreigners? Let there be an end to this!"

Thereupon Warner Stauffacher, without a word, went down to Brunnen on the lake, and over the water to Uri, to Walter Furst, in Attinghausen. With him he found concealed Arnold of Melchthal, who had fled across the mountain from the wrath of Landenberg.

They talked of the misery of their country, and of the cruelty of the foreign bailiffs whom the king had sent to them, in contempt of their hereditary franchises and liberties. They also called to mind that they had in vain appealed against the tyranny of the bailiffs before the king, and that the latter had threatened to compel them, in spite of the seals and charters of former emperors and kings, to separate from the empire and submit to Austria; that God had given to no king the right to commit injustice; that they had no hope but in God and their own courage, and that death was much more desirable than so shameful a yoke. They therefore resolved that each should talk with trustworthy and courageous men in his own district, to ascertain the disposition of the people, and what they would undertake for security and liberty.

Subsequently, as they had agreed, they met frequently by night, at a secret place on the lake. It lay about midway between Uri, Schwyz and Unterwalden, in a small bushy meadow at the foot of the rocks of Seelisberg, opposite the little village of Brunnen. It is called Rutli, from the clearing of bushes; there they were far from all human habitations. Soon each brought the joyful news that death was more desirable to all the people than so shameful a yoke.

When, on the night of 17th of November, 1307, they came together, and each of the Three had brought with him to the meadow of the Rutli, ten true and honorable men, determined to hold the ancient liberty of their fatherland before all, and life as nothing, the pious Three raised their hands to the starry heavens, and swore to God the Lord, before whom kings and peasants are equal, faithfully to live and to die for the rights of the innocent people; to undertake and carry through every thing in unision and not separately; to permit no injustice, but

also to commit no injustice ; to respect the rights and property of the counts of Habsburg, and do no harm to the imperial bailiffs, but also to prevent the bailiffs from ruining the country. And the thirty others raised their hands and took the oath, like the Three, to God and all the saints, manfully to assert liberty ; and they appointed New Year's night for the work. Then they separated ; each returned to his valley and to his cabin, and tended his cattle.

The bailiff, Hermann Gessler, was not easy, because he had an evil conscience. It seemed to him that the people began to raise their heads, and to show more boldness. Therefore he set the ducal hat of Austria upon a pole in Uri, and ordered that every one who passed before it should do it reverence. By this means he wished to discover who was opposed to Austria.

And William Tell, the archer of Burglen, one of the men of Rutli, passed before it, but he did not bow. He was immediately carried to the bailiff, who angrily said, "Insolent archer ! I will punish thee by means of thine own craft ; I will place an apple on the head of thy little son ; shoot it off and fail not !" And they bound the child and placed an apple on his head, and led the archer far away. He took aim. The bowstring twanged. The arrow pierced the apple. All the people shouted for joy. But Gessler said to the archer, "Why didst thou take a second arrow ?" Tell answered, "If the first had not pierced the apple, the second would assuredly have pierced thy heart."

This terrified the bailiff, and he ordered the archer to be seized and carried to a boat in which he was himself about to embark for Kussnacht. He did not think it prudent to imprison Tell in Uri, on account of the people ; but to drag him into foreign captivity was contrary to the privileges of the country. Therefore the bailiff feared an assemblage of the people, and hastily departed, in spite of a strong head wind. The sea rose, and the waves dashed foaming over the boat, so that all were alarmed, and the boatmen disheartened. The further they went on the lake, the greater was the danger of death ; for the steep mountains rose from the abyss of waters like walls to heaven. In great anxiety, Gessler ordered the fetters to be removed from Tell, that he, an experienced steersman, might take the helm. But Tell steered towards the bare flank of the Axenberg, where a naked rock projects, like a small shelf, into the lake. There was a shock, a spring. Tell was on the rock, the boat out about the lake.

The freed man climbed the mountain, and fled across the land of Schwyz ; and he thought in his troubled heart, " Whither can I fly from the wrath of the tyrant ? Even if I escape from his pursuit, he has my wife and child in my house as hostages. What may not Gessler do to my family, when Landenberg put

out the eyes of the old man of Melchthal on account of a servant's broken fingers? Where is the judgment-seat before which I can cite Gessler, when the king himself no longer listens to the complaints of the people? As law has no authority, and there is no one to judge between thee and me, thou and I, Gessler, are both without law, and self-preservation is our only judge. Either my innocent wife and child and fatherland must fall, or, bailiff Gessler, thou! Fall thou, therefore, and let liberty reign!"

So thought Tell, and, with bow and arrow, fled towards Kussnacht, and hid in the hollow way near the village. Thither came the bailiff; there the bowstring twanged; there the free arrow pierced the tyrant's heart.

The whole people shouted for joy when they learnt the death of their oppressor. Tell's deed increased their courage; but the night of the New Year had not yet come.

A SCOTTISH SCHOOL FIFTY YEARS SINCE.

[From Hugh Miller's Autobiography.]

I QUITTED the dame's school at the end of the first twelve-month, after mastering that grand acquirement of my life,—the art of holding converse with books; and was transferred straightforth to the grammar school of the parish, at which there attended at the time about a hundred and twenty boys, with a class of about thirty individuals more, much looked down upon by the others, and not deemed greatly worth the counting, seeing that it consisted of only *lassies*. And here, too, the early individual development seems nicely correspondent with an early national one. In his depreciatory estimate of contemporary woman, the boy is always a true savage. The old parish school of the place had been nobly situated in a snug corner, between the parish churchyard and a thick wood; and from the interesting centre which it formed, the boys, when tired of making dragon-horses of the erect head-stones, or of leaping along the flat-laid memorials, from end to end of the graveyard, "without touching grass," could repair to the taller trees, and rise in the world by climbing among them. As, however, they used to encroach, on these latter occasions, upon the laird's pleasure grounds, the school had been removed ere my time to the sea-shore; where, though there were neither tombstones nor trees, there were some balancing advantages, of a kind which, perhaps, only boys of the old school could have adequately appreciated. As the school-windows fronted the opening of the Frith, not a vessel could enter the harbor that we did not see; and, improving through our opportunities,

there was perhaps no educational institution in the kingdom in which all sorts of barks and carvels, from the fishing yawl to the frigate, could be more correctly drawn on the slate, or where any defect in bulk or rigging, in some faulty delineation, was surer of being more justly and unsparingly criticised. Further, the town, which drove a great trade in salted pork at the time, had a killing-place not thirty yards from the school-door, where from eighty to a hundred pigs used sometimes to die for the general good in a single day; and it was a great matter to hear, at occasional intervals, the roar of death outside rising high over the general murmur within; or to be told by some comrade, returned from his five minutes' leave of absence, that a hero of a pig had taken three blows of the hatchet ere it fell, and that even after its subjection to the sticking process, it had got hold of Jock Keddie's hand in its mouth, and almost smashed his thumb. We learned, too, to know, from our signal opportunités of observation, not only a good deal about pig anatomy,—especially about the detached edible parts of the animal, such as the spleen and the pancreas, and at least one other very palatable viscus besides,—but became knowing also about the *take* and the curing of herrings. All the herring-boats during the fishing season passed our windows on their homeward way to the harbor; and from their depth in the water, we became skilful enough to predicate the number of crans aboard of each with wonderful judgment and correctness. In days of good general fishings, too, when the curing yards proved too small to accommodate the quantities brought ashore, the fish used to be laid in glittering heaps opposite the school-house door; and an exciting scene, that combined the bustle of the workshop with the confusion of the crowded fair, would straightway spring up within twenty yards of the forms at which we sat, greatly to our enjoyment, and, of course, not a little to our instruction. We could see, simply by peering over book or slate, the curers going about rousing their fish with salt to counteract the effects of the dog-day sun; be vies of young women employed as gutters, and horridly incarnadined with blood and viscera, squatting around the heaps, knife in hand, and plying with busy fingers their well-paid labors, at the rate of a sixpence per hour; relays of heavily-laden fish-wives bringing ever and anon fresh heaps of herrings in their creels; and outside of all, the coopers hammering as if for life and death,—now tightening hoops, and now slaking them, and anon calking with bullrush the leaky seams. It is not every grammar school in which such lessons are taught as those, in which all were initiated, and in which all became in some degree accomplished, in the grammar school of Cromarty!

The building in which we met was a low, long, straw-thatched cottage, open from gable to gable, with a mud floor below, and

an unlathed roof above ; and stretching along the naked rafters, which, when the master chanced to be absent for a few minutes, gave noble exercise in climbing, there used frequently to lie a helm, or oar, or boathook, or even a foresail,—the spoil of some hapless peat-boat from the opposite side of the Frith. The Highland boatmen of Ross had carried on a trade in peats for ages with the Saxons of the town ; and as every boat owed a long-derived perquisite of twenty peats to the grammar school, and as payment was at times foolishly refused, the party of boys commissioned by the master to exact it almost always succeeded, either by force or stratagem, in securing and bringing along with them, in behalf of the institution, some spar, or sail, or piece of rigging, which, until redeemed by special treaty, and the payment of the peats, was stowed up over the rafters. These peat-exhibitions, which were intensely popular in the school, gave noble exercise to the faculties. It was always a great matter to see, just as the school met, some observant boy appear, cap in hand, before the master, and intimate the fact of an arrival at the shore, by the simple words, " Peat-boat, Sir." The master would then proceed to name a party, more or less numerous, according to the exigency ; but it seemed to be matter of pretty correct calculation that, in the cases in which the peat claim was disputed, it required about twenty boys to bring home the twenty peats, or, lacking these, the compensatory sail or spar. There were certain ill-conditioned boatmen who almost always resisted, and who delighted to tell us—invariably, too, in very bad English, that our perquisite was properly the hangman's perquisite, made over to us because we were *like him* ; not seeing—blockheads that they were !—that the very admission established in full the rectitude of our claim, and gave to us, amid our dire perils and faithful contendings, the strengthening consciousness of a just quarrel. In dealing with these recusants, we used ordinarily to divide our forces into two bodies, the larger portion of the party filling their pockets with stones, and ranging themselves on some point of vantage, such as the pier-head ; and the smaller stealing down as near the boat as possible, and mixing themselves up with the purchasers of the peats. We then, after due warning given, opened fire upon the boatmen ; and, when the pebbles were hopping about them like hailstones, the boys below commonly succeeded in securing, under cover of the fire, the desired boathook or oar. And such were the ordinary circumstances and details of this piece of Spartan education ; of which a townsman has told me he was strongly reminded when boarding, on one occasion, under cover of a well-sustained discharge of musketry, the vessel of an enemy that had been stranded on the shores of Berbice.

SILENT TEACHINGS.

A CELEBRATED painter, among the ancients, was asked why he took so much pains with his pictures; he replied, "I am painting for eternity." The teacher is emphatically "painting for eternity"—giving light and shade to an imperishable canvas; but, unlike the painter, he is often unconscious of the progress of his work, carrying it forward when least he *intends* to do so. The teacher is a "living epistle, known and read" by his pupils; and, I believe, teaches *most* in a more direct, but less formal manner than by words or books, in the older language of signs, by the influence of his character and life. His mind is brought in connection with the mind of the pupil, and the galvanic current flows readily along the wires of sympathy and confidence.

It is said that Mary Lyon, who sleeps so quietly beneath the turf of her beloved Mount Holyoke, but who "still lives" in the hearts of more than three thousand loving, imitating pupils, owed much of her success in imparting instruction to the almost magical influence which she had over them. They caught her spirit of disinterestedness and earnestness of purpose, her unflinching courage to pursue the right, which gave utterance to those thrilling words, "There is nothing in the universe that I fear, but that I shall not know *all* my duty, or shall fail to do it." That influence resulted, in no inconsiderable degree, from her ardent love for her pupils, and earnest desire to do them good; and every teacher upon whom her mantle has fallen, is exerting a vast influence upon the character of her charge. This power, which the teacher *must* exert, imposes a solemn responsibility, in view of which he may well say, "Who is sufficient for these things?"

There is implanted in the human breast a powerful propensity to do as others do,—to imitate the acts and follow the example of one regarded as a superior. This principle begins to develop itself in the earliest infancy. The child echoes the tone of voice, the expression of countenance, and the very motions of the body of his instructors; and why should it not be thus, when the outer is but the expression of the inner, which is receiving its color from the thoughts and acts of his living models?

From the nature of the mind, it is impossible that a single thought or act shall be separated from the great web of thoughts and acts which form Self; and it is certain that the incentives and principles of the earliest years are to rule, in a great measure, the man,—to shape that existence which is commensurate with Divinity. How important, then, does the teacher's influence and example become, and how earnestly should he strive

to teach, in this silent but effective manner, the great lessons of morality and humanity! There are opportunities daily presented in the school-room to correct the false estimate which we are so liable to form of self, to induce benevolent consideration of the feelings of others, to inculcate justice, truthfulness, and true politeness.

There are multitudes of children in our public schools, who are orphaned of home or friends, or worse than orphaned; who never hear, at the only place called home, the sweet encouragements of sympathy and love, or listen to the manly counsels of an intelligent parent. Who shall sow the seeds of virtue and knowledge in this virgin soil, and lead these little weary feet over the pitfalls everywhere spread out to entrap the unwary, if we are unfaithful, my fellow-laborers?

When the teacher shall be an example of self-control, watching the first uprisings of anger or resentment, keeping back the impatient or fretful word, and in all things showing himself governed; when, in cases of discipline, he can practically say, not "I will beat you *because* I am angry," but with the philosopher, "I would beat you were I not angry"; when he shall teach that the great end of education is to make one *master* of himself, and prove his instructions by his life, not neutralize them by his example; when he shall wear an air of graceful, unaffected ease, and have regard to the most delicate proprieties; when he shall be an example of untiring devotion to duty, not driving with a spasmodic effort toward his aim, but steadily pursuing it in the consciousness that "a watchful Eye, a saving Hand is ever nigh";—then shall unknown capabilities be evolved from our system of instruction, and our children fitted to act well their part in the great drama of life.

THE ENJOYMENT OF OCCUPATION.—The mind requires some object on which its powers must be exercised, and without which it preys upon itself and becomes miserable. A person accustomed to a life of activity longs for ease and retirement; and when he has accomplished this purpose, finds himself wretched. The pleasure of relaxation is known to those only who have regular and interesting occupation. Continued relaxation soon becomes a weariness; and, on this ground, we may safely assert that the greatest degree of real enjoyment belongs not to the luxurious man of wealth, or the listless votary of fashion; but to the middle classes of society, who, along with the comforts of life, have constant and important occupation.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... <i>Boston.</i>	RESIDENT EDITORS.	ELBRIDGE SMITH, <i>Cambridge.</i>
C. J. CAPEN, ... <i>Dedham.</i>		E. S. STEARNS, . . <i>Framingham.</i>

Rev. J. P. Cowles, of Ipswich, would have edited this number of the "Teacher," but he has for some time past been troubled with dimness of sight, and has at last been obliged to undergo the operation of couching; which, we trust, will soon restore him to his sphere of usefulness as a teacher and as a wise counsellor in educational affairs.

Mr. C.'s place as editor, is supplied by Mr. Wm. L. Gage, who is now in Europe, pursuing his studies, and informing himself in regard to foreign educational affairs. We may expect a series of interesting letters from Mr. G. whilst he is abroad.

Communications from practical teachers, and from others who have thoughts on education to communicate, will be highly acceptable to the Local Editors, as their duties are oftentimes quite onerous, and a supply of articles from those competent to instruct in this way, — and there are many such, — would afford material aid, and make the "Teacher" more useful, more interesting, and more popular.

Have none of the pupils in our High Schools succeeded in performing the mathematical questions in the April number? Then we must appeal to other States.

Mathematical questions and solutions are solicited.

C. J. C.

HAMPDEN COUNTY TEACHERS' ASSOCIATION.

THE seventh semi-annual meeting of the Hampden County Teachers' Association convened at the Chapel of the Congregational Society, in West Longmeadow, at two o'clock, P. M., on Friday, April 6.

The Association was called to order by the President, Charles Barrows, of Springfield, and opened with prayer by the Rev. Wm. Boies, of Longmeadow.

After the disposition of preliminary business, Prof. O. Marcy, of Wilbraham, was introduced to the audience, who proceeded to deliver an address upon "The influence of teaching upon the Teacher."

Topics suggested by the lecture were freely discussed. The debate was opened by Mr. Holland, of Monson, and partici-

pated in by Messrs. Parish, of Springfield, Goldthwait, of Longmeadow, Wells, of Westfield, and Prof. C. Davies, of New York.

An essay, written by Miss L. L. Brooks, was read by Mr. Wells.

Adjourned till half past seven o'clock, P. M.

The Association met pursuant to adjournment, and after the reading of an essay, written by Miss P. A. Holder, of Westfield, a lecture was delivered by Prof. Charles Davies, of New York, upon "The Relative duties of Parents, Teachers, and Pupils."

Discussion, opened by Mr. Parish, of Springfield, and participated in by others, followed the lecture, until it was voted to adjourn to eight o'clock Saturday morning.

Met according to adjournment, when an essay on "Punctuality," by Miss M. L. Baker, of Westfield, was listened to by those teachers who were *punctual*.

A lecture was then delivered by Mr. William M. Ross, of Springfield, upon the "Elements of Success in Teaching."

Immediately after the lecture, the miscellaneous business of the Association was disposed of, as it was necessary to adjourn at an early hour to reach home by the cars.

After the customary votes of thanks to the lecturers for their instructive and interesting addresses; to the people of Longmeadow for their cordial welcome and bountiful hospitality; to the proprietors of the Congregational Society for the use of their Church and Vestry; to the directors of the W. R. R. for their liberality in furnishing free return tickets; and to the ladies who had presented Essays on the present occasion; it was voted to adjourn, to meet on the 20th and 21st of October, at such place as the Board of Officers may determine.

E. F. FOSTER, *Secretary*.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THE fifteenth semi-annual meeting of this Association will be held at Wrentham Centre, on Monday and Tuesday, the 4th and 5th days of June.

The meeting will be organized on the 4th, at two o'clock, P. M. The exercises will be as follows:

ON MONDAY, AT QUARTER PAST TWO, P. M.

DISCUSSION. Subject.—"Defects in Reading, and their Remedies."

At three and a half o'clock, an address by Rev. Thomas Hill, of Waltham.

After the address, a discussion. Subject—"The proper Succession of School Studies."

At eight o'clock, an address by Joshua Bates, Esq., Principal of the Brimmer School, Boston.

ON TUESDAY, AT NINE O'CLOCK, A. M.

A DISCUSSION. Subject.—“The Management of Primary Schools.”

At ten o'clock, an address by Prof. B. F. Tweed, of Tufts College, Somerville.

The annual election of officers will take place at this meeting.

As this is the first meeting of the Association which has ever been appointed in the western part of the County, and as all the arrangements for the occasion are of the most promising character, it is hoped that every town in the county will be fully represented.

Members of School Committees, and other friends of education, are invited to be present and participate in the exercises of the occasion.

To the ladies attending the meeting, the citizens of Wrentham tender their kindest hospitalities.

Persons who go to the meeting by way of the Boston & N. Y. Central Road, will leave the cars at North Wrentham, where ample means of conveyance to Wrentham Centre will be found. Through tickets to Wrentham Centre can be obtained in Boston.

The trains on the B. & N. Y. C. R. R. leave Boston at 10.30 A. M., 3 and 5.15 P. M.; leave Blackstone at 8.15 A. M., and 5.15 P. M.

N. B.—All persons who design to go to the meeting via the Central Road, are particularly requested to inform the President of the Association of their intention, without delay; in order that it may be known for how many to provide means of conveyance from North Wrentham to Wrentham Centre.

May, 1855.

D. B. HAGAR, *President N. C. T. A.*
CARLOS SLAFTER, *Secretary.*

THE HISTORY OF SWITZERLAND FOR THE SWISS PEOPLE. *By Heinrich Zschokke, with a continuation to the year 1848. By Emil Zschokke. Translated by Francis George Shaw. New York: C. S. Francis & Co., 252 Broadway.*

In a neat volume of about 400 pages, with a good map and index, the student has now the means of obtaining what information he needs of the history of Switzerland. The translator has, we presume, imparted to his work the peculiar style of the original, so far as the genius of the two languages will permit. In a previous part of this number of the “Teacher,” we have given our readers the story of Tell as found in Zschokke’s history. The account of Orgetorix and Divico will be especially interesting to those who have read Cæsar’s Commentaries.

T H E

MASSACHUSETTS TEACHER.

VIII, No. 7.]

BY THE RESIDENT EDITORS.

[July, 1855.

PUBLIC SCHOOLS.

[From the London Christian Observer.]

HAVING touched on some of the characteristics of popular education in England, we now wish to advert to the education of the upper classes; not meaning by these merely the aristocracy, but the classes above the laborer, yeoman, and tradesman. In England there are no walls of exclusion, or sharp lines of division; one class melts into the other, and all are mixed in interest, in business, and in school. The son of the attorney frequents the same school as the son of the peer. On the cricket-ground of Eton, in the boat-races of the Isis, there sits, on the same bench or meadow, the stripling of a country solicitor and the heir of the Percys and Howards.

The fact is, and it is worth noting, that men of all ranks seek for their lad, the associations of our public schools, and the habits and studies of these effect by their example the plans and pursuits of more private seminaries. It is, then, the course of our "Public" education which we must notice, if we desire to appreciate the salient features of English instruction.

This differs in many particulars from the Continental. The system of Germany and Belgium is this. After elementary education, the boy repairs to a public school,* where he spends, according to the profession for which he is destined, from four to eight years, and where he is taught languages ancient and modern, history, natural sciences, mathematics and logic. Theology, as a system of devotion, is taught at home:—as a science or history, in the College. After a course of study

* In Germany these are known by the names of *Bürgerschule* for the inferiors, *Gymnasien* for the superiors. In Belgium, *Écoles Moyennes*, and Colleges or *Athénées*. In Italy, *Collegii*.

carried out by daily attendance on Professors, but residing with his family or friends, he passes into business, or, if destined for a learned profession, into the University.

This plan resembles the Grammar schools of our old foundations, and the "High schools" now existing in Scotland. There is no doubt that during the eight years of various studies, in which the boy of eight grows into the lad of sixteen, much that is useful is learned. Instruments of knowledge are gained, valuable tastes are acquired, some tincture also of classical knowledge, the love of science, and habits of inductive thought. The rude rabble, who clatter up the stone stairs, and throw themselves headlong into noisy class-rooms, acquire acuteness, promptitude, and power. From such training come forth the accomplished writers of Paris, Brussels, and Turin; the laborious students of Jena and Dusseldorf; and the learned men of Halle and Berlin. It would ill become us to undervalue acquirements which every scholar learns to respect, or to depreciate a course of study which often offers us the fruits of much eminent learning. Still it may be permitted us to notice the characteristic features which distinguish our English plan of education from this, and, after fairly stating them, to point out the merits of each.

The life of the English public school widely differs from that of the College of Belgium, or of the Gymnasium of Germany; and its effects on the character and sentiments of youth are distinct. In the one, the boy grows up in the habits of his family; repairs daily for certain hours to a place where he learns a task under the eye of a teacher. The inspection of the teacher is powerful for restraint, and makes itself felt in discipline. The boy learns to estimate his power and to bend to his authority. But when the restraint is removed by the finishing of the task, the boy escapes; and the young democracy, released from subjection, give themselves up to the wild thoughts and unrestrained feelings of that joyous and ardent age.

No doubt, amongst Professors chosen by Government, and imposed as authorities, there are some to be found who, by uncommon qualities and strong powers of sympathy, lay hold of their pupils, and throw over their hearts the spell of an influence which remains when the lecture is passed. But these are rare exceptions. The Professor has his place and his pay. He gives his time and his task. Whatever enthusiasm or *éclat* he can communicate to his lessons, brings him fame, popularity in the class, a name in the town. These are added to his salary; and he often works in order to acquire them. But his pupils are, even in this case, his audience, not his disciples. They are the circle to whom he appeals, not the

family for whom he lives. The relations between him and his class are distant; the intercourse is cold; the association transient; the voice descends from the chair of authority; and the flashes of genius, even if they kindle emotions, are as the mere flickerings of light which redden the sky, gleam across it, and disappear. The power that touches the heart, and influences the habits, is wanting. The incidents of life and its connections are not to be found. The petty casualties, the cares and associations, the morning greeting, the midday gathering, the evening walk, the social hour, the anxieties and sorrows which draw men together, reveal the character of the man, and open the feelings of the boy,—all these are wanting. Men and boys meet, not as in life, with its lights and shadows, but on a stage where all are actors, and in the pomp and glare and parade of a theatre. This does for the intellect. In this the intellectual powers may thrive: but it is not efficient for character, which is otherwise formed. In foreign schools, therefore, the character is little influenced by the college course. It is not the growth of the class-room, or, if formed there, it is not by the Professor, but by the class-fellows. It will be observed, that in Germany, Belgium, or Italy, and we may add in Scotland, the character of the lads is their own; they grow up an independent commonwealth,—a bold, defiant corporation,—with rights, traditions and laws peculiar to themselves, and opinions in singular contrast to those of the society which surrounds them. The burschen of Baden or Heidelberg, Halle or Dusseldorf, the lads of Paris, Turin, or Parma, live under a despotism, with the republican notions of Greece and Rome. They dream of republics; they elect consuls and tribunes; they frame constitutions of universal suffrage; and neither the dread of government, nor the fear of the police, nor the espionage of priest or professor, has any power to check the aspirations which delight and delude their boyhood. Hence, in all the revolutions of the Continent, the lads of the colleges or universities have been foremost in the movements. In the revolutions of Paris and Vienna, in the short-lived ebullitions of Lombardy and Parma, they were conspicuous. So far from the teachers forming their minds, they often control the opinions of their teachers; and, from their fairy land of enthusiasm throw a spell over the thoughts of their professors, and win them from their servile dependence on authority, to dreams and visions of freedom.

This explains to us why, through the most abject countries of the Continent, universities and colleges are the seats of liberal opinion: why, in Germany, the professors are infected with liberalism; and why ardent men, unable to find scope for thought in their pursuits of life, seek it in the chairs of

colleges, from which they can at least expatiate to a delighted audience on republican independence and Grecian liberty.

We record this fact, not so much to condemn it, as to note it. It is a significant sign, that in schools abroad, youth is trained, not in the thoughts of teachers, but in its own. This, indeed, is useful for liberty, but too often fatal to conduct. It loosens the yoke of despotism, but also the restraints of morals: for the sentiment which makes boyhood defiant of authority, makes it impatient of moral rule; and while lads denounce government as a nuisance, they are likely to regard morality as a fable, and religion as a fraud. Duels, carols, feasts, revelry, license, hardy defiance—these are symptoms as general as the spirit of freedom; and though we regard the last with sympathy, we see the former with sorrow: for these pliant minds are thus deprived of healthy discipline, are torn from their anchorage, and are set adrift in the storms of passion and misrule. In the after-lives of the men we trace the irregularities of the boy; and in the open profligacy or infidelity of the poet and patriot, we detect the lessons and the license of their misguided and undirected years.

It is not our wish, however, to dwell on the causes of these evils abroad; and we refer to them only for our present purpose. No doubt Romanism adds to them; but they are to be found in Protestant colleges as well as in Romish, in Prussia as well as in Italy. They are to be seen under various governments, in Switzerland or Belgium as well as in Lombardy and in France. There must be, then, a special cause which produces results everywhere the same.

We shall discover this more easily, if we look into the English system of public education. We are not here speaking of the subjects taught in school. At these we may glance hereafter. We deal now with the plan on which youth is taught, whatever be the subjects. These may be fewer than abroad, or less happily chosen. All the worse for us. But the point now under review is by whom, and under what system, the boy is taught, and how he lives while he learns. The foreign plan of teaching is by a professor, a lecture-room, and a task. The English plan is by an association, of which masters and pupils form parts, into which they are incorporated. The one plan leaves lads in their homes with their habits, and draughts them daily for certain hours to a drill. The other plan severs them from their homes, unites them in a new family, and infuses into them the life of the family into which they are incorporated. The natural home, its interests and attractions, are for a time cut off; and the boy finds himself transplanted into a new world. For an evening, he may recall the home which he has left; but, in a day or two, he is one of the new family, and

shares its interests and feelings. He may determine against this incorporation, and reject it: but it is too strong for him. Almost as surely as the clay, cast into a mould, takes the shape of the cast, and hardens into its form, so surely is the character of a youth recast by the sphere into which he is dropped. No doubt the most powerful influence in this sphere is the sympathy of his equals; and the agency of greatest power is the example of associates. But the opinions which he finds in this society, are not the isolated opinions of boys, and do not arise out of the untempered inexperience of youth; they are fashioned and moulded by the thoughts of other and older minds. For, in the English school, the boy is not examined by his teacher as from a telescope, nor does he hear his voice in the speaking-trumpet of a professor; but the boys mark their teachers in the thoroughfare of their lives, observe their deportment, perceive their character; and the frankness and gentleness of the man starts up on the household hearth to attract the regards, and even the sympathies of the boy. There is a living character close before him; and to this, unconsciously, by the power of habit, he is drawn and riveted. He sees qualities which he likes; gentleness and patience which he admires; a kindly temper by which he is gladdened; a meek temper by which he is won: and the more he admires the talent and the mental superiority of his teacher, the more is he attracted by qualities which set off and shade the blaze of intellectual power. The more generous the boy's mind, the more quick is his sympathy, and the more is he moved. The master's example, therefore, tells most on the most forward and eager minds; and, as these are always the leading minds of the school, the example acts through the chief boys on its general character.

This we regard as the characteristic of our English system of public education. It is not the subjects taught, but the plan of teaching them, which is to be noted. It is not the amount of knowledge given, but the kind of character obtained. The former may have its short-comings: but we call attention to the latter. The results of this are great. Many a youth, born to wealth, would have given his life to folly but for this training. It was the public school which first touched his sympathies. What he saw there, first roused the desire for excellence. There he learned, by the example of his teacher, to think of the real aims of life; and, by the appreciation of a good man's character, to seek the improvement of his own. Here he learned that there are higher tastes than those of diversion, and higher aims than excitement. Here he gained the habit of self-restraint, and that fixedness of purpose, and perseverance of effort, which have inspired his life; and here

he began that train of thought which has made him what he is, and fitted him for his work. The public school was the turning point of his life. The conduct of his teacher first moved him to truth and to virtue.

But in fixing upon this as the characteristic of our public education, we give it high praise. The school which forms the character, makes the man. It is not books or lessons which make him, nor rules or lectures. These may be good, but they are dead. We want the living voice, the eye, the present mind. These move us, win us, guide us. These form and refine the heart. These alone can control and set straight its affections, and raise them from grovelling in the dust or clinging to low and base objects, to the true ends of thought and desire. The school that effects this gains its purpose.

And this remark is applicable to all schools, whether they comprise the children of the rich or of the poor.

We have already said that, in the case of the poor, the time spent at school is too short for the acquisition of much knowledge. All that can be done for them is to impart to them the taste for knowledge, and to open their faculties. The same remark applies to the children of the rich, though their time in school is prolonged. It is vain to suppose that we can make boys, while in school, profound scholars, or men of high science. If they do not continue their studies after school, if they drop them when they plunge into a profession, their learning and science will be small. All that we can give them is the taste, the desire, the disposition, the taste for mental cultivation, the desire for knowledge, and the habits of promptitude, reflection, and discernment. This is the real result of our schools. These are not stalls for fattening steers, but grounds for training studs. We do not profess to cram boys like bullocks. We train them like the race-horse, and give them nerve, and by the race on the course, breath, sinew, and strength. It is no measure of the success of English Education, nor any test of its value, to say that a boy may learn more at Halle than at Harrow, and more in Paris than at Eton. This is possible, but it is not the point. No doubt he will get many things abroad which he cannot at home—the use of foreign languages, familiarity with certain branches, a smattering of subjects lectured upon in their colleges. We do not affirm that these are useless—all knowledge is useful; but the point is, which is most serviceable to train and nerve the mind for the work of life? Arrest the students of the Colleges of Berlin or Paris, catch the striplings as they are leaving Eton and Harrow, subject both to the same test; ask which works the hardest when they enter their several professions; which masters most labor and rises highest; which is the most effective, virtuous, and

wise? In that test try both systems. The test is fair; and English schools need not shrink. They have their faults; we shall touch on them hereafter; but they are faults collateral and incidental, not inherent in the system. Their force is their own; and it stamps upon the facile material enduring and visible traces. It forms the character of English youth, and sends him forth to the wear and struggles of life, more robust, more highly tempered, more able to meet them. This is their work, and for this work we award them the prize.

We revert to the peculiarities which give them this power. The first we have spoken of is the incorporation of master and of pupil in the same great family. This is essential. It establishes a family character, and imbues the younger members of the family with the sentiment and tastes of the elder. There is another peculiarity arising out of the profession of the elder members of this scholastic family. They are generally clergymen of the Church of England. We will not dilate on the qualities which the position and training of the Anglican clergy evidence. These are apparent, if we compare them either with the Romish priest or with Dissenting ministers. That they are appreciated is evident from the care with which the clergy are sought for this work of tuition by parents, whatever be their opinions, and the feeling of confidence which is thus given. Romish priests, however, and especially those of the Jesuit order, bring to the work of teaching great practice and rare qualifications. But if any would learn the feelings of intelligent Romanists regarding them, he may do so in the works at the head of our article. He will there see the aversion or contempt with which men of letters and Roman Catholic youth regard the priests. The defects of Dissenting ministers need not be explained. They are due partly to their birth, still more to their education. Whatever, therefore, are the advantages to be derived from men who are not celibates but married, not rude but lettered, of large intercourse with society, wide information and polished manners, these advantages are, in different proportions of course, enjoyed by our public schools.

These various advantages cannot, in our opinion, be too highly estimated. And in this respect, therefore, English schools must be regarded as vastly superior to Continental. But the difference does not stop there. It is not only that the profession and position of the Teacher are superior. There is another distinction: our ideas of *religious instruction* differ from the Continental. We do not mean merely that we differ as Protestants from Romanists—for we differ quite as widely from the foreign Protestant. The Continental notion of religious teaching is, that theology is a subject to be taught as one of the branches of their educational curriculum. There-

fore they provide Theological *lecturers* on Church history, religious dogmas, and Ecclesiastical order. A Protestant pastor is selected for the Protestant, and a Romish priest for the Romanist—for the Lutherans, a Lutheran; a Calvinist for the Reformed. We do not say that such a scheme is without its defence. In one aspect it is defensible. Theology is no doubt a matter to be taught—sparingly indeed to children, summarily to boys, more accurately to youth. It is a branch of knowledge with which manhood should be made familiar. But then this is teaching “Theology”—the knowledge of an important science, not the rule of individual life. But the religion of the life is the real thing to be taught. The one course of teaching tends to make us learned—the other devout. The one fills our heads with knowledge—the other is calculated, under God, to awaken pious affections. The foreign teacher does not profess, and assuredly he does not prove, that his teaching of theology has much tendency to promote piety. Whatever his lecture may do to instruct, it has little power to guide. His pupils may learn dogmas, but are not moved to practice. They may know the articles of their creed, but are not likely to be influenced in their own character. If their character gains impulse or influence, it is by accident; it arises from incidental qualities, the earnestness and meekness of the teacher, not from the lessons of the chair.

Surely this is a great defect. For, as we have said, education in school is not meant for cramming, but for character. In point of fact, the foreign notion of religious teaching seems to us a misunderstanding. Religion is treated of as a matter, whereas it is a principle—as a subject, whereas it is a power.

Our English system of education is pervaded by an opposite idea. Here theology is not confounded with religion. Not only are its standards recognized, but its power is appreciated. The articles of its creed are catalogued; but its practical influence is cherished. Among the subjects which occupy the head, it is felt that there is but one power which can touch or sway the heart.

Whatever, therefore, be the practice of the school, its theory is always the same. It professes to communicate to youth sound principles of action, and to subdue, through the influence of religion, the wayward passions and stubborn will. And it is felt that this can be done only in one way; not by rule or precept, but by sympathy and example—not by the master’s authority, but by the master’s influence—by his gaining the understanding and interesting the affections of his pupils. Knowledge and learning are the pedestal on which he stands; but gentleness and goodness are the weapons by which he acts. He must practise the virtues which he preaches. His charac-

ter is the commentary on his lesson, and his life the book of reference. Therefore is it that English schools depend to such an extent on their masters. Their strength is not in their rules or lectures, but in the men who administer them. On the qualifications of these the school depends, and with their character it rises or falls. It is popular when its masters are good; discredited when they are unsuitable. The books may remain the same, the hours of study as long, the range of instruction as wide; but the school will rise to eminence at one period, and sink to obscurity at another. This is frankly admitted. The rules and observances are secondary; the men are all-important. The sources of strength, the effects of the teaching, are there—in the living voice, the speaking, acting man. This is one great truth to be impressed on those who contrast the systems of Continental and English education. They mistake the matter when they produce a catalogue of our books, and inquire into the curriculum of our studies. They may, when they see the paucity of these, infer the superiority of foreign gymnasia. But they are deceived. The test is not there, and they will see their mistake when they look at the energy and abilities of Englishmen, and reflect that their habits were for the most part acquired in our schools.

Visit Eton, go to the hill of Harrow, traverse the meadows of Rugby,—wander by a stream which has for centuries seen generations sporting on its banks, climb that beautiful hill, or stroll along that muddy rivulet of Warwickshire stirred by its eager swimmers and “bearing burden” to their merry voice. What power controls these joyous tribes, so restless, wilful, and turbulent? What curbs their passions, and checks their waywardness, and throws over that young democracy the restraints of a temperate order? Is it terror, durance, expulsion, or the lash? All these, hundreds escape, and the more daring defy. What gives the boys a regard for honor, a respect for authority, a value for truth and courtesy, a contempt for what is sordid and mean—a sentiment, general, even when not dominant, of the worth of wisdom and virtue? What makes rebellion unfashionable and odious? what subdues insurgency, and holds back the bold defiance of that presumptuous age? Is it law, inspection, authority? Is it the method of the Romish seminary, which sets each lad to watch his neighbor, and appoints the master as jailer of all? With us you find rules kept which might easily be broken, vices shunned for which there are opportunities, opinions repressed which might be proclaimed. Youth is free, but not licentious. Its pursuits are joyous, but not disorderly; its leisure is playful, but not vicious. No master pries into the playground—no policeman dodges the walks—no spy creeps to the door to observe and

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May, 1855.

D. B. HAGAR, *President N. C. T. A.*

CARLOS SLAFTER, *Secretary.*

THE HISTORY OF SWITZERLAND FOR THE SWISS PEOPLE. *By Heinrich Zschokke, with a continuation to the year 1848. By Emil Zschokke. Translated by Francis George Shaw. New York: C. S. Francis & Co., 252 Broadway.*

In a neat volume of about 400 pages, with a good map and index, the student has now the means of obtaining what information he needs of the history of Switzerland. The translator has, we presume, imparted to his work the peculiar style of the original, so far as the genius of the two languages will permit. In a previous part of this number of the “Teacher,” we have given our readers the story of Tell as found in Zschokke’s history. The account of Orgetorix and Divico will be especially interesting to those who have read Cæsar’s Commentaries.

T H E

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By THE RESIDENT EDITORS.

[July, 1855.

PUBLIC SCHOOLS.

[From the London Christian Observer.]

HAVING touched on some of the characteristics of popular education in England, we now wish to advert to the education of the upper classes; not meaning by these merely the aristocracy, but the classes above the laborer, yeoman, and tradesman. In England there are no walls of exclusion, or sharp lines of division; one class melts into the other, and all are mixed in interest, in business, and in school. The son of the attorney frequents the same school as the son of the peer. On the cricket-ground of Eton, in the boat-races of the Isis, there sits, on the same bench or meadow, the stripling of a country solicitor and the heir of the Percys and Howards.

The fact is, and it is worth noting, that men of all ranks seek for their lads the associations of our public schools, and the habits and studies of these effect by their example the plans and pursuits of more private seminaries. It is, then, the course of our "Public" education which we must notice, if we desire to appreciate the salient features of English instruction.

This differs in many particulars from the Continental. The system of Germany and Belgium is this. After elementary education, the boy repairs to a public school,* where he spends, according to the profession for which he is destined, from four to eight years, and where he is taught languages ancient and modern, history, natural sciences, mathematics and logic. Theology, as a system of devotion, is taught at home:—as a science or history, in the College. After a course of study

* In Germany these are known by the names of *Bürgerschule* for the inferiors, *Gymnasien* for the superiors. In Belgium, *Écoles Moyennes*, and Colleges or *Athénées*. In Italy, *Collegii*.

carried out by daily attendance on Professors, but residing with his family or friends, he passes into business, or, if destined for a learned profession, into the University.

This plan resembles the Grammar schools of our old foundations, and the "High schools" now existing in Scotland. There is no doubt that during the eight years of various studies, in which the boy of eight grows into the lad of sixteen, much that is useful is learned. Instruments of knowledge are gained, valuable tastes are acquired, some tincture also of classical knowledge, the love of science, and habits of inductive thought. The rude rabble, who clatter up the stone stairs, and throw themselves headlong into noisy class-rooms, acquire acuteness, promptitude, and power. From such training come forth the accomplished writers of Paris, Brussels, and Turin; the laborious students of Jena and Dusseldorf; and the learned men of Halle and Berlin. It would ill become us to undervalue acquirements which every scholar learns to respect, or to depreciate a course of study which often offers us the fruits of much eminent learning. Still it may be permitted us to notice the characteristic features which distinguish our English plan of education from this, and, after fairly stating them, to point out the merits of each.

The life of the English public school widely differs from that of the College of Belgium, or of the Gymnasium of Germany; and its effects on the character and sentiments of youth are distinct. In the one, the boy grows up in the habits of his family; repairs daily for certain hours to a place where he learns a task under the eye of a teacher. The inspection of the teacher is powerful for restraint, and makes itself felt in discipline. The boy learns to estimate his power and to bend to his authority. But when the restraint is removed by the finishing of the task, the boy escapes; and the young democracy, released from subjection, give themselves up to the wild thoughts and unrestrained feelings of that joyous and ardent age.

No doubt, amongst Professors chosen by Government, and imposed as authorities, there are some to be found who, by uncommon qualities and strong powers of sympathy, lay hold of their pupils, and throw over their hearts the spell of an influence which remains when the lecture is passed. But these are rare exceptions. The Professor has his place and his pay. He gives his time and his task. Whatever enthusiasm or *éclat* he can communicate to his lessons, brings him fame, popularity in the class, a name in the town. These are added to his salary; and he often works in order to acquire them. But his pupils are, even in this case, his audience, not his disciples. They are the circle to whom he appeals, not the

family for whom he lives. The relations between him and his class are distant; the intercourse is cold; the association transient; the voice descends from the chair of authority; and the flashes of genius, even if they kindle emotions, are as the mere flickerings of light which redden the sky, gleam across it, and disappear. The power that touches the heart, and influences the habits, is wanting. The incidents of life and its connections are not to be found. The petty casualties, the cares and associations, the morning greeting, the midday gathering, the evening walk, the social hour, the anxieties and sorrows which draw men together, reveal the character of the man, and open the feelings of the boy,—all these are wanting. Men and boys meet, not as in life, with its lights and shadows, but on a stage where all are actors, and in the pomp and glare and parade of a theatre. This does for the intellect. In this the intellectual powers may thrive: but it is not efficient for character, which is otherwise formed. In foreign schools, therefore, the character is little influenced by the college course. It is not the growth of the class-room, or, if formed there, it is not by the Professor, but by the class-fellows. It will be observed, that in Germany, Belgium, or Italy, and we may add in Scotland, the character of the lads is their own; they grow up an independent commonwealth,—a bold, defiant corporation,—with rights, traditions and laws peculiar to themselves, and opinions in singular contrast to those of the society which surrounds them. The burschen of Baden or Heidelberg, Halle or Dusseldorf, the lads of Paris, Turin, or Parma, live under a despotism, with the republican notions of Greece and Rome. They dream of republics; they elect consuls and tribunes; they frame constitutions of universal suffrage; and neither the dread of government, nor the fear of the police, nor the espionage of priest or professor, has any power to check the aspirations which delight and delude their boyhood. Hence, in all the revolutions of the Continent, the lads of the colleges or universities have been foremost in the movements. In the revolutions of Paris and Vienna, in the short-lived ebullitions of Lombardy and Parma, they were conspicuous. So far from the teachers forming their minds, they often control the opinions of their teachers; and, from their fairy land of enthusiasm throw a spell over the thoughts of their professors, and win them from their servile dependence on authority, to dreams and visions of freedom.

This explains to us why, through the most abject countries of the Continent, universities and colleges are the seats of liberal opinion: why, in Germany, the professors are infected with liberalism; and why ardent men, unable to find scope for thought in their pursuits of life, seek it in the chairs of

colleges, from which they can at least expatiate to a delighted audience on republican independence and Grecian liberty.

We record this fact, not so much to condemn it, as to note it. It is a significant sign, that in schools abroad, youth is trained, not in the thoughts of teachers, but in its own. This, indeed, is useful for liberty, but too often fatal to conduct. It loosens the yoke of despotism, but also the restraints of morals: for the sentiment which makes boyhood defiant of authority, makes it impatient of moral rule; and while lads denounce government as a nuisance, they are likely to regard morality as a fable, and religion as a fraud. Duels, carols, feasts, revelry, license, hardy defiance—these are symptoms as general as the spirit of freedom; and though we regard the last with sympathy, we see the former with sorrow: for these pliant minds are thus deprived of healthy discipline, are torn from their anchorage, and are set adrift in the storms of passion and misrule. In the after-lives of the men we trace the irregularities of the boy; and in the open profligacy or infidelity of the poet and patriot, we detect the lessons and the license of their misguided and undirected years.

It is not our wish, however, to dwell on the causes of these evils abroad; and we refer to them only for our present purpose. No doubt Romanism adds to them; but they are to be found in Protestant colleges as well as in Romish, in Prussia as well as in Italy. They are to be seen under various governments, in Switzerland or Belgium as well as in Lombardy and in France. There must be, then, a special cause which produces results everywhere the same.

We shall discover this more easily, if we look into the English system of public education. We are not here speaking of the subjects taught in school. At these we may glance hereafter. We deal now with the plan on which youth is taught, whatever be the subjects. These may be fewer than abroad, or less happily chosen. All the worse for us. But the point now under review is by whom, and under what system, the boy is taught, and how he lives while he learns. The foreign plan of teaching is by a professor, a lecture-room, and a task. The English plan is by an association, of which masters and pupils form parts, into which they are incorporated. The one plan leaves lads in their homes with their habits, and draughts them daily for certain hours to a drill. The other plan severs them from their homes, unites them in a new family, and infuses into them the life of the family into which they are incorporated. The natural home, its interests and attractions, are for a time cut off; and the boy finds himself transplanted into a new world. For an evening, he may recall the home which he has left; but, in a day or two, he is one of the new family, and

shares its interests and feelings. He may determine against this incorporation, and reject it : but it is too strong for him. Almost as surely as the clay, cast into a mould, takes the shape of the cast, and hardens into its form, so surely is the character of a youth recast by the sphere into which he is dropped. No doubt the most powerful influence in this sphere is the sympathy of his equals ; and the agency of greatest power is the example of associates. But the opinions which he finds in this society, are not the isolated opinions of boys, and do not arise out of the untempered inexperience of youth ; they are fashioned and moulded by the thoughts of other and older minds. For, in the English school, the boy is not examined by his teacher as from a telescope, nor does he hear his voice in the speaking-trumpet of a professor ; but the boys mark their teachers in the thoroughfare of their lives, observe their deportment, perceive their character ; and the frankness and gentleness of the man starts up on the household hearth to attract the regards, and even the sympathies of the boy. There is a living character close before him ; and to this, unconsciously, by the power of habit, he is drawn and riveted. He sees qualities which he likes ; gentleness and patience which he admires ; a kindly temper by which he is gladdened ; a meek temper by which he is won : and the more he admires the talent and the mental superiority of his teacher, the more is he attracted by qualities which set off and shade the blaze of intellectual power. The more generous the boy's mind, the more quick is his sympathy, and the more is he moved. The master's example, therefore, tells most on the most forward and eager minds ; and, as these are always the leading minds of the school, the example acts through the chief boys on its general character.

This we regard as the characteristic of our English system of public education. It is not the subjects taught, but the plan of teaching them, which is to be noted. It is not the amount of knowledge given, but the kind of character obtained. The former may have its short-comings : but we call attention to the latter. The results of this are great. Many a youth, born to wealth, would have given his life to folly but for this training. It was the public school which first touched his sympathies. What he saw there, first roused the desire for excellence. There he learned, by the example of his teacher, to think of the real aims of life ; and, by the appreciation of a good man's character, to seek the improvement of his own. Here he learned that there are higher tastes than those of diversion, and higher aims than excitement. Here he gained the habit of self-restraint, and that fixedness of purpose, and perseverance of effort, which have inspired his life ; and here

he began that train of thought which has made him what he is, and fitted him for his work. The public school was the turning point of his life. The conduct of his teacher first moved him to truth and to virtue.

But in fixing upon this as the characteristic of our public education, we give it high praise. The school which forms the character, makes the man. It is not books or lessons which make him, nor rules or lectures. These may be good, but they are dead. We want the living voice, the eye, the present mind. These move us, win us, guide us. These form and refine the heart. These alone can control and set straight its affections, and raise them from grovelling in the dust or clinging to low and base objects, to the true ends of thought and desire. The school that effects this gains its purpose.

And this remark is applicable to all schools, whether they comprise the children of the rich or of the poor.

We have already said that, in the case of the poor, the time spent at school is too short for the acquisition of much knowledge. All that can be done for them is to impart to them the taste for knowledge, and to open their faculties. The same remark applies to the children of the rich, though their time in school is prolonged. It is vain to suppose that we can make boys, while in school, profound scholars, or men of high science. If they do not continue their studies after school, if they drop them when they plunge into a profession, their learning and science will be small. All that we can give them is the taste, the desire, the disposition, the taste for mental cultivation, the desire for knowledge, and the habits of promptitude, reflection, and discernment. This is the real result of our schools. These are not stalls for fattening steers, but grounds for training studs. We do not profess to cram boys like bullocks. We train them like the race-horse, and give them nerve, and by the race on the course, breath, sinew, and strength. It is no measure of the success of English Education, nor any test of its value, to say that a boy may learn more at Halle than at Harrow, and more in Paris than at Eton. This is possible, but it is not the point. No doubt he will get many things abroad which he cannot at home—the use of foreign languages, familiarity with certain branches, a smattering of subjects lectured upon in their colleges. We do not affirm that these are useless—all knowledge is useful; but the point is, which is most serviceable to train and nerve the mind for the work of life? Arrest the students of the Colleges of Berlin or Paris, catch the striplings as they are leaving Eton and Harrow, subject both to the same test; ask which works the hardest when they enter their several professions; which masters most labor and rises highest; which is the most effective, virtuous, and

wise? In that test try both systems. The test is fair; and English schools need not shrink. They have their faults; we shall touch on them hereafter; but they are faults collateral and incidental, not inherent in the system. Their force is their own; and it stamps upon the facile material enduring and visible traces. It forms the character of English youth, and sends him forth to the wear and struggles of life, more robust, more highly tempered, more able to meet them. This is their work, and for this work we award them the prize.

We revert to the peculiarities which give them this power. The first we have spoken of is the incorporation of master and of pupil in the same great family. This is essential. It establishes a family character, and imbues the younger members of the family with the sentiment and tastes of the elder. There is another peculiarity arising out of the profession of the elder members of this scholastic family. They are generally clergymen of the Church of England. We will not dilate on the qualities which the position and training of the Anglican clergy evidence. These are apparent, if we compare them either with the Romish priest or with Dissenting ministers. That they are appreciated is evident from the care with which the clergy are sought for this work of tuition by parents, whatever be their opinions, and the feeling of confidence which is thus given. Romish priests, however, and especially those of the Jesuit order, bring to the work of teaching great practice and rare qualifications. But if any would learn the feelings of intelligent Romanists regarding them, he may do so in the works at the head of our article. He will there see the aversion or contempt with which men of letters and Roman Catholic youth regard the priests. The defects of Dissenting ministers need not be explained. They are due partly to their birth, still more to their education. Whatever, therefore, are the advantages to be derived from men who are not celibates but married, not rude but lettered, of large intercourse with society, wide information and polished manners, these advantages are, in different proportions of course, enjoyed by our public schools.

These various advantages cannot, in our opinion, be too highly estimated. And in this respect, therefore, English schools must be regarded as vastly superior to Continental. But the difference does not stop there. It is not only that the profession and position of the Teacher are superior. There is another distinction: our ideas of *religious instruction* differ from the Continental. We do not mean merely that we differ as Protestants from Romanists—for we differ quite as widely from the foreign Protestant. The Continental notion of religious teaching is, that theology is a subject to be taught as one of the branches of their educational curriculum. There-

fore they provide Theological *lecturers* on Church history, religious dogmas, and Ecclesiastical order. A Protestant pastor is selected for the Protestant, and a Romish priest for the Romanist—for the Lutherans, a Lutheran; a Calvinist for the Reformed. We do not say that such a scheme is without its defence. In one aspect it is defensible. Theology is no doubt a matter to be taught—sparingly indeed to children, summarily to boys, more accurately to youth. It is a branch of knowledge with which manhood should be made familiar. But then this is teaching “Theology”—the knowledge of an important science, not the rule of individual life. But the religion of the life is the real thing to be taught. The one course of teaching tends to make us learned—the other devout. The one fills our heads with knowledge—the other is calculated, under God, to awaken pious affections. The foreign teacher does not profess, and assuredly he does not prove, that his teaching of theology has much tendency to promote piety. Whatever his lecture may do to instruct, it has little power to guide. His pupils may learn dogmas, but are not moved to practice. They may know the articles of their creed, but are not likely to be influenced in their own character. If their character gains impulse or influence, it is by accident; it arises from incidental qualities, the earnestness and meekness of the teacher, not from the lessons of the chair.

Surely this is a great defect. For, as we have said, education in school is not meant for cramming, but for character. In point of fact, the foreign notion of religious teaching seems to us a misunderstanding. Religion is treated of as a matter, whereas it is a principle—as a subject, whereas it is a power.

Our English system of education is pervaded by an opposite idea. Here theology is not confounded with religion. Not only are its standards recognized, but its power is appreciated. The articles of its creed are catalogued; but its practical influence is cherished. Among the subjects which occupy the head, it is felt that there is but one power which can touch or sway the heart.

Whatever, therefore, be the practice of the school, its theory is always the same. It professes to communicate to youth sound principles of action, and to subdue, through the influence of religion, the wayward passions and stubborn will. And it is felt that this can be done only in one way; not by rule or precept, but by sympathy and example—not by the master’s authority, but by the master’s influence—by his gaining the understanding and interesting the affections of his pupils. Knowledge and learning are the pedestal on which he stands; but gentleness and goodness are the weapons by which he acts. He must practise the virtues which he preaches. His charac-

ter is the commentary on his lesson, and his life the book of reference. Therefore is it that English schools depend to such an extent on their masters. Their strength is not in their rules or lectures, but in the men who administer them. On the qualifications of these the school depends, and with their character it rises or falls. It is popular when its masters are good; discredited when they are unsuitable. The books may remain the same, the hours of study as long, the range of instruction as wide; but the school will rise to eminence at one period, and sink to obscurity at another. This is frankly admitted. The rules and observances are secondary; the men are all-important. The sources of strength, the effects of the teaching, are there—in the living voice, the speaking, acting man. This is one great truth to be impressed on those who contrast the systems of Continental and English education. They mistake the matter when they produce a catalogue of our books, and inquire into the curriculum of our studies. They may, when they see the paucity of these, infer the superiority of foreign gymnasia. But they are deceived. The test is not there, and they will see their mistake when they look at the energy and abilities of Englishmen, and reflect that their habits were for the most part acquired in our schools.

Visit Eton, go to the hill of Harrow, traverse the meadows of Rugby,—wander by a stream which has for centuries seen generations sporting on its banks, climb that beautiful hill, or stroll along that muddy rivulet of Warwickshire stirred by its eager swimmers and “bearing burden” to their merry voice. What power controls these joyous tribes, so restless, wilful, and turbulent? What curbs their passions, and checks their waywardness, and throws over that young democracy the restraints of a temperate order? Is it terror, durance, expulsion, or the lash? All these, hundreds escape, and the more daring defy. What gives the boys a regard for honor, a respect for authority, a value for truth and courtesy, a contempt for what is sordid and mean—a sentiment, general, even when not dominant, of the worth of wisdom and virtue? What makes rebellion unfashionable and odious? what subdues insurgency, and holds back the bold defiance of that presumptuous age? Is it law, inspection, authority? Is it the method of the Romish seminary, which sets each lad to watch his neighbor, and appoints the master as jailer of all? With us you find rules kept which might easily be broken, vices shunned for which there are opportunities, opinions repressed which might be proclaimed. Youth is free, but not licentious. Its pursuits are joyous, but not disorderly; its leisure is playful, but not vicious. No master pries into the playground—no policeman dodges the walks—no spy creeps to the door to observe and

betray their confidence. Yet there is something which, to a great extent, guides them, holds them back, impels and curbs them. Ask what it is. It is the public opinion of the school, its moral tone. What does this mean? whence does it come? why find it in England, while we look for it in vain abroad?

None has explained this better than he whose life exemplified it; who has left, as a teacher and master, an indelible impression on his school and on his age. Dr. Arnold knew that his own public school, resembling in this all English public schools, was characterized by the fact—that the boys “are left for a large portion of their time to form an independent society of their own, in which the influence that they exercise over each other, is far greater than can possibly be exercised by the masters.” (Life of Arnold, i. p. 112.) He knew that this often led to evil, and that character neutral and indecisive was destroyed by it. (p. 114.) But he felt that this was incidental to all contact with the world, and to the first step of a boy’s entrance into life. With him the question was, whether a boy should meet these trials enervated by the hothouse life of a home, or braced by the stirring atmosphere of a public school and strengthened to resist contagion by endurance and exertion. The risks were obvious, but they were unavoidable. The blasts were strong; the only plan was to invigorate the frame, to endeavor to introduce a tonic principle of conduct which should influence and strengthen. To effect this, he held to be the special province of the master. “The business of a school-master,” he used to say, “no less than that of a parish minister, is the cure of souls.” His object was to instil into his boys, the practical principles of religion. Whatever thought and motives a Christian may need to direct his own actions, these, accommodated of course to their age, he held should be given to boyhood. Whatever elevating hopes or restraining fears the Christian employs to arouse or chasten his own character, the teacher should introduce to guide the conduct of his pupils. Nor should any precept or principle, any impulse or power, which nature needs and Christianity offers, be wanting to control the movements of that eager season which fixes, by its incidents and habits, the destiny of a life. Above all things, the great end and object of life should be pressed upon boys, for these would influence their conduct at school. The boy would thus be made to feel, that, along with the sports and labors of boyhood, he has the obligations of a man, and the sense of these would at once enlarge his conceptions and govern his actions. In this view the work of a teacher is wholly distinct from that of a lecturer. The conception of the duties is different. The one reads his lecture, and feels that his task is completed; the other must always be at work, and his thoughts

must be with the boys, even when he himself is elsewhere. As far as he can, he will mingle with them, and take a part even in their sports. "Have your pupils," says Dr. Arnold, "a good deal with you, and be as familiar with them as you possibly can. I did this continually more and more before I left Laleham, going to bathe with them, leaping, and all other gymnastic exercises within my capacity, and sometimes sailing or rowing with them." (Arnold's Life, i. p. 38.)

"The wonderful power of making all his pupils respect themselves, and of awakening in them a consciousness of the duties that God had assigned to them personally, and of the consequent reward each should have of his labors, was one of Arnold's most characteristic features as a trainer of youth. . . . His hold over all his pupils I knew, perfectly astonished me. It was not so much an enthusiastic admiration for his genius, or learning, or eloquence, which stirred within them; it was a sympathetic thrill, caught from a spirit that was earnestly at work in the world, whose work was healthy, sustained, and constantly carried forward in the fear of God; a work that was founded on a deep sense of its duty and its value, and was coupled with such a true humility, such an unaffected simplicity, that others could not help being invigorated by the same feeling, and with the belief that they too, in their measure, could go and do likewise. (Arnold, Vol. i. p. 43.)

In this case the character of the teacher visibly influenced the pupils. But it does so in most cases; for wherever the master's character is vigorous and attractive, his position, his prominence, and his lessons, give him an ascendancy over some of the minds which approach him. Receiving an impression unconsciously, they convey it to others; and thus, though the master touches but a few minds, he influences many; he moves those who are most ardent, and they influence their school-fellows. The school, in fact, is an endless chain, of which the master mind is in contact with the nearer links; and, through these, the force of his thoughts passes to the extremity of the school. Whatever, therefore, be the tone of his mind, becomes (though modified, of course, by difference of years) the tone of the school; and though the thoughts are affected by the boyish medium through which they pass, they hold in solution as it were, a portion of the integrity and vigor of the mind which originates them. Thus we explain the difference between the habits of boys in an English and a Foreign school. In the latter they are unaffected by their teacher's mind, or are ill affected to it. In our schools, the earnestness and qualities of the teacher are almost sure to command the respect of his scholars. And they are insensibly drawn to follow what he respects, and to avoid the practices which he condemns. This is the real theory of English schools; and whatever be the

individual exceptions, the influence of the teachers and of the system tends to this result—

“*Mens agitat molem, totoque se corpore miscet.*”

We ought to add, that, in deciding the efforts and character of the pupils, the *discipline* of the school is of greater importance than its lessons. There are two plans of discipline. One, used in France, and in many foreign colleges, which is mainly mechanical, and enforces an outward order, but is indifferent to the motives and principles of action. The result is often to produce much mischief in the morals of the boys. They are left to a power which tends strongly to vice. Nor are the military schools of England, which partake of this character, free from the reproach. We have heard of passages in them which have struck alarm into parents; scenes of cruelty, which left the younger a prey to the elder tyrants, and stained with impurity the annals of the school.

But there is another system, the precise reverse of this, which aims at something of a superfine purity. Here the boy is under a constant inspection. No letter which he writes or receives escapes; no word or gesture which falls from him but is observed. The master ransacks his stores and correspondence. The playmate, an accomplice, repeats his words. No one walks alone—no one can speak, or scarcely even think, unobserved. Everywhere a wakeful eye observes him, a jealous ear listens to him. This system prevails in every seminary for the education of Romish priests. It is the boast and handiwork of Jesuit ingenuity. And it is far from successful. It is favorable neither to morals nor character. Thought is free, passion is intense, desire is deep; the smouldering fire lives and burns under the covering of ashes. It gathers force, and waits for its day of indulgence. The vices of the priesthood are notorious abroad; they are not unsuspected at home. Matured, we admit, they are by the fearful opportunities of the convent and confessional, but they have their origin in a system of education which makes the boy a captive and a slave in school, and which engenders in him the depravity and the vices that slavery instils. Now from these noxious evils our English school system is free. It has its defects, but its discipline is not open to either of these serious charges. It does not treat the boys as demons; it does not abandon them as though they were angels—it appeals to their aspirations for good—it makes provision against their tendencies to evil—it does not attempt, what no master could perform, to watch with Argus eye the movements of a hundred boys—it does not pry into their retirement, nor waylay their hours of freedom, nor watch at their doors—it is content to point out to them what is to be ob-

served and what to be shunned—it holds up some practices to reprobation, it visits others with punishment. Some things it brands as odious,—offences not to be forgiven; some are failings, and are followed by notice and censure. But for general conduct, and the tone which makes the morals of a school, it employs sympathy and opinion. It endeavors to inculcate a right spirit, and to impart it. It rules by leading. Some boys it singles out, and attracting them into the closer circle of the teacher, inspires them with better tastes. It dismisses them pleased with confidence, flattered by precedency, and restrained by responsibility, to guide their companions.

The system of Dr. Arnold has been the subject of frequent comment. The use which he made of the elder boys has been noticed by some with praise, by others with doubt, by many with disapproval. Into the special duties committed, on his plan, to the boys of the sixth form, it is not our wish to enter; because we would not incumber a general sketch with details. Whether the elder boys shall punish or report; whether they shall flog, or send the truant to the master, are questions of some importance in themselves, but do not now come within our scope. That the elder boys must have power if they have authority—that they must have a discretion with a trust—that they will have the means of abusing power, if they have the opportunity to exercise it, is clear. How the master will prevent the abuse, and under what restraints he will lay the power, are matters of importance to the practical working, but not to the theory of the school. The difficulty lies here: that the teacher, unable to follow his pupils, must find some means by which to enforce his authority. He delegates a part to others in order that it may thoroughly pervade the school; and his object is promoted if his boys can be made instrumental to aid it. This principle is peculiar to England, because we care especially for the morality of the school. We—and how is it possible to dispute the point?—admit frankly that a few masters cannot overlook six hundred boys; that to cage them in rooms, or to immure them in yards, is neither possible nor right; and that the master, single, human, and fallible, cannot bring eye and ear and mind into contact with a multitude. He resorts therefore, to the aid of the older boys, and uses them to enforce and confirm the discipline he proclaims. This was no discovery of Dr. Arnold; it was acted upon before. All that Dr. Arnold did was to systematize it and extend it—to bring into more perfect order, and to set forth in more precise language, what others had loosely aimed at. It is the fact, we believe, that in all our public schools, the influence of the pupil transcends that of the teacher; and boys learn, because they are boys, more from their playmates than from their masters.

Practical wisdom is shown in thus using this power of sympathy and fellowship, giving position to the wiser boys, and making them lend a willing co-operation to the general discipline of the school.

Who does not remember how, in days of youth gone by, and the memory of which and of life's spring-time is yet dear to us, we looked up to the captain and leader of the school, watched his efforts, and shared in his success; and when any honor was conferred upon him, felt that the tribute was deserved, and admired rather than envied him? And it was thus the master's mind unconsciously diffused itself among us; and lessons and thoughts, which, issuing from authority, we should have dreaded, made willing scholars of us when coming from the lips of one like ourselves. As we gathered around the teacher, a listening and wondering group, there spread over our little commonwealth a generous taste for improvement and a thirst for knowledge. Thus were we lured from indolence or mischief to better pursuits, and where precept and lecture were powerless, example and sympathy prevailed. So true is it, as a principle of our nature, tested by the experience of life, that he alone forms the habits of his pupils who knows how to act on them through their companions, and that the most effective instrument of school discipline is the use of the minds of the more advanced boys.

It will thus appear, we think, what are the duties of a teacher, and wherein lies the peculiar efficacy of our English "Public School." It does not lie in its branches of study—of that hereafter,—nor in its curriculum of subjects, for in that it is surpassed by foreign gymnasia,—nor in a severity of discipline like that of Maynooth or St. Omer,—nor in its range of study, for in this it may appear confined: but its efficacy lies in this—as the quality of the commodity produced sufficiently proves—that it has the mechanism of a well constructed moral machinery. If you say that our public schools are defective in their system and powerless for good, we take you to our parliament, our bar, the church, the army, the solicitor's desk, and the banker's parlor. We ask you, "How is it that the most eminent men in these professions have come from the training of these public schools?" Not by accident. None would accept this explanation. Not in spite of the machinery. No manufacturer will receive this idea. Do we pronounce this result inexplicable? Here is the explanation. It is not rules, words, and books that mould the boy. Hearts are not fashioned by stripes and codes. They are moulded by the sympathies of others. By these the faculties of the mind are roused; by these the affections are kindled. That system succeeds which brings the mind of a good teacher to bear on his pupils, and

moves by sympathy with the superior boys the inert mass of boyhood. And this is the aim of the English public school, its every-day work.

We observe, further, that the *numbers* collected in our public schools, however dreaded by parents, are, as we believe, one great cause of their discipline and good results. We cannot hope for like effects in a small private school. They are often defeated by the bad example of a single boy, and, in the ordinary calculation of chances, the number of superior boys will be small. It is only by multiplying numbers that we increase the probability of their being found. When the number is great, and the reputation of a public school high, some boys of promise will certainly have a place in it. So that a large public school, in good repute, will at all times have some eminent boys. Its discipline is therefore possible, and its success may be counted on. It is the fault of the individual master if he does not use the powers he finds. But in private schools discipline is difficult, because sympathy is weak; and, as the number is limited, eminence is rare. Wherever discipline can be secured and energy aroused, we may calculate on great results. And such results, we believe, will be chiefly found in "Public Schools."

SCHOOL HOUSES.

[From Mr. Philbrick's first report to the Legislature of Connecticut.]

ALTHOUGH many school-houses have been rebuilt or repaired within a few years, the larger portion are still unsuitable for the purposes of education. They are too small, badly seated, badly located, without the means of ventilation, destitute of play-ground and out-buildings. But instead of dwelling upon these defects and deformities, and the multitude of evils attending them, I would present to the mind's eye the outline, and general features of what appears to me to be the *beau ideal* of a perfect school-house, being convinced that inattention to this matter oftener proceeds from the lack of a proper knowledge of what constitutes a good school building, and the advantages which result from it, than from an unwillingness to contribute the means to provide such edifices.

Its admirable situation is what first arrests our attention, and disposes us to linger and enjoy the scene. In conformity with the principles founded upon the laws of health and the dictates of taste, it is placed upon firm ground, on the southern declivity of a gently sloping hill, open to the south-west, from which quarter come the pleasant winds in summer, and protected, on the north-east, by a thick wood. From the road it is remote

enough to escape the noise and dust and danger, and yet near enough to be easily accessible by a smooth, dry gravel walk.

About it is ample space, a part of which is opened for play-ground, and a part is laid out in plots for flowers and shrubs, with winding alleys for walks. These grounds, it will be observed, are partially shaded by tall trees, not in stiff rows, nor in heavy clumps, but scattered in graceful irregularity as if by the hand of nature. In the liberal play-ground, containing scarcely less than an acre, room has been found for a "specimen of the kingly, magnificent oak, the stately hickory, the wide-spreading beech, with its deep mass of shade, the symmetrical maple, with its rich and abundant foliage, the majestic elm, the useful ash, and the soft and graceful birch." In one corner is a cluster of the picturesque locusts, with their hanging, fragrant flowers; and the principle eminence is crowned with the hemlock and laurel, the most beautiful of evergreens. The flower-garden which lies between the building and the road, throws a charm around the spot, gives it an air of elegance and taste. Here, in this school of nature, where God himself teaches through his exquisite handiwork, the children, in hours of relaxation, may be seen among the roses, the viburnums, the honeysuckles, the sweet-briars, and many garden flowers, which fill the air with fragrance, unconsciously imbibing the love of the beautiful, and learning to find their pleasures and amusements in what is pure and lovely.

The building itself which occupies this well-chosen spot, is very different from most of the school-houses as they were but a few years since. From the size of some which we have seen, we might imagine that they were built for the purpose of packing the children in like pickled herring, instead of affording space for moving and breathing; while others, having been, by the joint action of time and the vandal hands of the boys, clothed in dilapidation and ruin, present in their repulsive aspect, the very image of desolation and cheerless poverty.

It is quite otherwise with the one before us. Its generous size, its graceful proportions, and the good taste displayed in the finish, produce the most agreeable impression. Taken together with its pleasant grounds, it constitutes a view which charms every beholder, and is the fairest ornament of the village which it blesses. Within, everything is in keeping with the perfection which reigns without.

The preservation of health, the demands of taste, and the requirements of convenience, are equally regarded in all the provisions and arrangements. For each scholar there is a separate desk and chair, mounted on iron supports, and combining, in a high degree, elegance, comfort, and durability. The scholars are seated facing the north, and on that side of the

room which is occupied by the teacher, the wall is covered with blackboards and maps. There too we find, ready at hand, all needed apparatus and a library, in a safe and convenient repository. The light is not admitted in front, to the great injury of the eyes, as is too often the case, but is received from the east and west, thus falling as it should upon the sides of the pupils, and affording the greatest supply when needed, namely, in the morning and afternoon. The warming apparatus is so constructed as to diffuse an equable temperature throughout the room without subjecting any part to the extremes of heat and cold; while the apparatus for ventilation effectually removes the air as fast as it becomes unfit for breathing, and supplies its place with the pure, unadulterated atmosphere of heaven. Mats, scrapers, water, clothes closets, and a suitable place for fuel, are all supplied.

And there it stands, the beautiful structure, with its little tasteful park, its shrubbery, its flower-pots, and all other needed appurtenances and ornaments. There it stands, the daily blessing of many children and youth who resort to it for the bread of knowledge. There it stands, the surest guaranty of the future happiness and prosperity of the community among whom it is located.

It is itself a teacher. It teaches neatness and order. It promotes good morals and manners. It instils into the tender mind of childhood the love of the beautiful in nature and in art, and proclaims to every passer-by the dignity and importance of education. It is not a cold abstraction; it is a living epistle to be read of all.

But this fit home for the school to dwell in did not spring up out of the ground, like Jonah's gourd, in a night. It cost treasure, and it cost labor, but it amply compensates for both. Such a school-house is far more economical than those of the poorest class. By a few simple operations in addition and subtraction, it may be shown that no district can afford to support a poor school-house. If any one doubts it, let him sit down with me and sum up the cost of keeping up such a concern. Reckon the sums of money you annually sink in paying teachers to work without suitable tools and means, not forgetting that, as a general rule, you will be compelled to put up with the poorest teachers, for the best will not put up with such accommodations without extra compensation. Add to this the loss of half or three-fourths of the school-time of your children. Calculate the value of that knowledge and intellectual culture which your sons and daughters are thus deprived of forever. Compute, if you can, the amount of loss sustained in injured lungs and spines and eyes; in colds and fevers and consumption, and all the train of evils, generated or aggravated by the defects of the bad school-

house; and to this add its unhappy effect upon the taste and moral sentiments, those faculties which are so intimately connected with whatsoever things are lovely, and whatsoever things are of good report.

Bring together these items in one grand sum total, and then say if any community can afford to support a poor school-house.

PESTALOZZI AND HIS PHILOSOPHY.

[From our Foreign Correspondent.]

The subjoined extract is translated from Madame de Stael's *Allemagne*. I have hardly met an article of any length that conveys sounder and more practical views on the subject of education. A finer tribute to the work of Pestalozzi cannot be found in any language. The reader cannot fail to remark the similarity between Pestalozzi's method of instruction and that of Dr. Arnold; and indeed, that thought which is thrown out near the commencement of the extract, the method of Pestalozzi, is capable of application to the higher branches of study, and is reconcilable with the deepest study of the ancient languages, has been shown by Arnold's life and career as a teacher, to have been based on truth. I met this passage in casual reading, and was so impressed with its excellence that I offer this hasty translation, as preferable to any thing which I can write upon the interesting schools of Prussia. The reader will not fail to notice passages which demand reflection and self-examination.

It appears at first inconsistent to praise the old method which made the study of languages the base of education, and to consider the school of Pestalozzi as one of the best institutions of our age. I believe, however, that these views can be reconciled. Of all studies, that which gives, with Pestalozzi, the most brilliant results, is Mathematics. But it seems to me that his method might be applied to many other branches of instruction, and that it would there effect sure and rapid progress. In fact, it has been applied with success to Grammar, Geography, and Music.

There is hardly such a thing as an *almost* in the system of Pestalozzi; the pupil either understands, or he does not understand; for all the propositions are so closely connected that the second step is always the immediate consequent of the first. Pestalozzi conducts children by a road so easy and so sure that it costs no more pains to initiate them into the most abstract sciences than to instruct them in the most simple employments.

Every step is as plain by its relation to the preceding, as the most natural consequences drawn from the most ordinary circumstances. What wearies children is, to make them leap over intermediate steps; making them advance without their knowing thoroughly what they suppose they have learned. There is, then, in their head a sort of confusion which renders an examination fearful, and inspires in them an unconquerable distaste for work. There exists no trace of these troubles with Pestalozzi: the children amuse themselves with their studies; not that they play with them, but because they enjoy, in childhood, the pleasure of grown-up men,—of knowing, grasping, and defining that which they have learned.

It is a singular spectacle which the school of Pestalozzi presents,—of children whose round and delicate faces take naturally a reflective expression. They are attentive of themselves, and regard their studies as a man of mature age would occupy himself with his business. It is a remarkable thing that neither punishment nor reward is necessary to stimulate them in their tasks. This is, perhaps, the first instance that a school of a hundred and fifty children has succeeded without resort to emulation or fear. How many evil thoughts are spared to man when jealousy and humiliation are removed from his heart; when he does not see rivals in his comrades, and judges in his teachers! Rousseau wished that the child should be exposed to the law of destiny; Pestalozzi creates himself this destiny during the education of the child, and directs its decrees towards its happiness and its perfecting. The child feels itself free, because it is pleased with the general order which surrounds it, the perfect uniformity of which is not deranged even by the talents, more or less marked, of individuals. He does not concern himself about success, but about progress towards a goal to which all are moving with the same earnestness. The scholars become teachers when they know more than their comrades; the teachers become scholars when they find some imperfections in their own method, and recommence their own education, to judge better of a teacher's difficulties.

It would be wrong to suppose that there is nothing good to learn in the school of Pestalozzi but his rapid method of calculation. Pestalozzi himself is not a mathematician, he is little conversant with languages; he has only the perception and instinct necessary to develop the intelligence of children: he knows what road their thoughts ought to follow to arrive at the goal. This submissiveness of character, which spreads a calm so grand over the affections of the heart, Pestalozzi has judged also necessary in the workings of the mind. He thinks that morality has its share in the pleasure derived from a complete course of study. Indeed, we always see that superficial knowledge

inspires a sort of disdainful arrogance, which causes one to reject as useless or ridiculous every thing which he does not know. We also see that superficial knowledge always obliges its possessor to conceal what he does not know. Candor suffers from all those faults of instruction, of which one cannot help being ashamed. To know perfectly what one knows, gives a peace to the mind which resembles the repose of conscience. The earnestness of Pestalozzi, which treats ideas as carefully as men, is the principal merit of his school; it is by this means that he assembles around him men devoted to the welfare of the children, and wholly disinterested. When in a public establishment, no personal desires of the directors are gratified; the moving power of the whole must be found in their love of virtue; the satisfaction which it gives can alone surpass the enjoyment of wealth and power.

The institution of Pestalozzi is not to be imitated by simply copying his method of instruction; with this must be established perseverance in the teachers, simpleness of mind in the pupils, regularity in every kind of life, and, in short, the religious sentiments which animate this school. The exercises of divine worship are not observed there with more exactness than elsewhere; but every thing passes there in the name of divinity, in the name of that elevated, noble, and pure sentiment, which is the continual religion of the heart. Truth, goodness, confidence, affection, surround the children; and, for the time at least, they remain strangers to all the hateful passions, to all the conceited prejudices of the world. An eloquent philosopher, Fichte, has said that he expected the regeneration of the German nation from the institute of Pestalozzi; we must at least agree that a revolution founded on such a basis, would be neither violent nor rapid; for education, however good it may be, is nothing in comparison with the influence of public movements; instruction wears away the rock drop by drop, but the torrent removes it in a day.

W. L. G.

Berlin, June 3d, 1855.

COOLIES FOR CUBA.—There has been for many months a project on foot for the introduction of 6000 coolies from China into Cuba, as plantation laborers, to supply the place of negroes, the importation of whom from Africa is to be prohibited, if possible. The English capitalists having the matter in charge, were delayed in their arrangements by the urgent want of vessels for the Crimea, which rendered it difficult to effect suitable charters in London. They have finally transferred the scene

of their labors to this city, and a vessel is now fitting out at this port for China, under a contract for 1,250 emigrants.

They will be landed at Panama, cross the Isthmus upon the railroad, and be re-shipped at Aspinwall for Cuba. What the expense of the voyage will be, we cannot state precisely; but as it cost the Railroad Company \$100 per head for laborers from China to Panama, we estimate the expense of each emigrant to Cuba at \$125 to \$130. The French Government, or a company under the sanction of that Government, are negotiating also for a supply of labor from the same quarter for the French West Indies, so that a large number of the Celestials will have a fair chance for a home on this side of the globe. A vessel which recently arrived at Rio also brought 300 coolies, and we understand several owners of large coffee estates in Brazil, are trying to make arrangements for a regular yearly supply of laborers from Chinese ports.—*N. Y. Journal of Commerce, April 19th.*

THE DUNTONIAN SYSTEM OF RAPID WRITING.

“Be not the first by whom the new are tried,
Nor yet the last to lay the old aside.”—POPE.

MUCH time and great expense have always been and still are bestowed on chirography in our common schools. It is a branch of instruction second in rank but to the art of reading, and deserves all the attention which has been given to it. It embraces, indeed, *more* of the principles of social benevolence than the art of reading; for it implies the exercise of the power of *imparting knowledge* to others, while reading is rather the means of self-gratification and improvement. Hence nothing gives the true teacher more satisfaction than any improvement or discovery which may aid him in imparting to his pupils the elements of this noble art; the art of giving to thought a form and substance that are impressed on the minds of succeeding ages. Still it would be a source of regret to witness any attempt to effect a sudden or radical change in the style or in the method of teaching penmanship. We ask not merely *novelty*, but *improvement*. The teacher who endeavors to stem the current of popular opinion, must not be satisfied with diverting it from its usual channel, but must turn it in a direction in which it may act with a stronger and a more effective energy. The tone of public opinion favors, and in accordance with the spirit of the age, will continue to favor, that system of penmanship which combines the legible with the rapid style. We have passed through the phase of popular opinion, which would sacrifice everything to

rapidity, but we have not returned to the period in which pen-painting was valuable as the sole means of preserving a record for futurity. The pupil should be taught to write legibly and rapidly.

Among the various systems of penmanship which have been presented to the public, is one which is calculated to effect no little change in the style and the method of teaching penmanship in the schools in which it is practised. The system to which we refer is retrograde in its character so far as practice is concerned. It professes much, but among its shortcomings in practice we may mention the fact that the author of the series has talked about arm-movements, but has given no directions in his copies, by which these all-important principles may be put in practice; nor has he presented to the pupil any copies for practice in the arm-movements. The "Remarks and Hints," printed on the cover, embrace a few points which it would be well to examine and compare with others extensively prevalent. Many excellent thoughts are suggested by the publication in question, and recognized as teacher's maxims, which cannot be too often repeated. Of this character are the remarks in reference to the ancient and the modern extremes, the round and formal, and the excessively angular system, of which the reign of both, as systems of instruction, has now passed away. Teachers would be sorry to witness the success of any system that should favor us with a repetition of either method. The "Remarks and Hints" above referred to, however, while they declare that the old-fashioned round hand is too formal for practical use, yet make out a case against their own as well as the angular system.

"Round hand leads" they declare, "to a strong, rapid, and graceful style of penmanship." "Its highest claim to be retained as a standard is, the distinctness and great legibility which are sure to characterize the style of those penmen who have been thoroughly trained upon this system." Again say the "Remarks," "We value legibility the most, and for this reason," &c. If then the old-fashioned round hand forms a strong, rapid and graceful style, distinct and greatly legible, and if, as they allege, the two latter qualities are sure to follow the practice of this system, why present to the public a system declared to be a compromise between this excellent system, and one, the angular, which the "Remarks" declare "is even now objectionable"? Either the author of "Remarks" is disposed to yield to the maxim "*Nil de mortuis nisi bonum*," and with great good nature, indulge in harmless eulogy of a defunct system, which can have no reaction on the "compromise" system, or he believes that if public opinion casts anchor in the stream of antiquity, it will bring up somewhere in the middle ages, where the "compromise" relief boat will be found moored.

Yet the "Remarks" acknowledge even of the angular system, "that it unquestionably allows the pupil greater freedom of movement." Perhaps the author of "Remarks" would allege *this* as the basis of compromise. But it will not answer. For what can justify him in sacrificing what he declares is best, that is, *legibility*, to what he regards as a *minor* excellence,—greater freedom of movement? Besides, is the author *sure* that he has not transferred from each system its share of evil as well as good, in which case the compromise by the rules of Alligation gives us a compound whose value is in exact ratio with the values of the simple ingredients? What then becomes of the "compromise"? What is its character? It is a *change* without *improvement*. The angular system has, for a few years past, been undergoing modifications, which have rendered it what it is at the present time, the most *elegant, rapid* and *legible* style that can be devised. It may be badly taught, but in this respect it is on a level with all other systems. But taught as it has been by the best teacher in Boston, it is the *ne plus ultra* of excellence. But it must be acknowledged that some feeble attempts of some feeble teachers to teach a feeble, attenuated style, have resulted in the formation of some very poor writers; and, applied to this class of failures, the "Remarks" have our hearty approval. But the *successful* teacher must require the pupil to form the elements of the small letters with rather a light stroke, that his muscles may not become too soon exhausted, when the last lines of his page will be found to be worse than the first. But he should require every capital and every stemmed letter, except the second of two succeeding each other, to be delicately shaded. There is a peculiar fitness in proportioning the thickness of the letter in some measure to its altitude.

Again, the "Remarks" very justly denounce "the sweeps of the pen which deform the letters and impair the legibility of the writing." By such language the author does not, or *should* not, refer to the graceful turns of capitals and closing letters, calculated and designed to give an easy and flexible movement to the writer, and which, when practised with moderation, enhance the beauty of the writing,—but to the blundering sweeps which put out an *i*, amputate the limb of some portion of the text, or obliterate a whole platoon of figures in a ledger. That this should be the author's meaning, seems manifest in his admirable remarks on the movements practised at the blackboard. He says, "This movement is very perceptible when one is writing on the blackboard. Here the hand moves in easy curves and sweeps which alone can give grace to the execution. It will be secured on paper by requiring the pupil to write a word and then connect the last letter with the first by a circular

sweep of the pen, with or without ink, again and again to repeat the movement." This is wholesome advice if skilfully followed. Such practice by the pupil imparts grace, ease, and vigor to the style, arouses the dormant muscles to life and activity, and confirms the habit of self-reliance. The writer could not intend to direct the pupil to unite the two extremes of the word by an *ungraceful sweep*, which would "deform the letters and impair the legibility of the writing." We would even go farther than the author has ventured to go in his remarks on the movements of the shoulder and the fore-arm, and declare it as our opinion that the teacher should at all times require the pupil to practise such movements. Thus the skill to cut a finished capital, a finely proportioned stemmed letter, or a graceful sweep between the extremes of a word, would become a habit interwoven with the pupil's intellectual and physical being.

We are happy to find the writer urging the teacher to give to the pupils constant practice in the finger movement, and in the arm and fore-arm movement; "and," says he, "whatever is done in the way of instruction, be it more or less, will be done in the right direction." Perhaps the author, in the last sentence, made one of those dangerous "sweeps" to which reference is made above. Why, what would he say of the teacher who should disregard the injunction previously imposed by him in the following "hint." "Teachers should not be too rigid in their requirements on this point, since equally good penmen differ in opinion in regard to it, and it cannot be said that there is actually but *one* correct method. Besides, the teacher will find in many of his youngest pupils, physical habits already formed, which it is better to humor somewhat than to attempt entirely to eradicate." We are very sorry to be compelled to differ from the author in the last quotation, that we may preserve consistency in our commendation of his views on the necessity of practice on the movements of the fingers and the arm. We fear that he has furnished the pupil with a weapon, which will enable him to defeat the judicious efforts of the teacher to reform a vicious habit of holding the pen. How often do we hear the pupil declare that he *cannot* hold the pen correctly. And yet it must be insisted on. It is not alone the pupil who has formed an incorrect style of manipulation, that enters the plea of "I can't," but "the youngest pupil," who has formed no habit, but who thinks that the effort of writing requires great muscular power, and that the pen will fall from his hand unless he secures it with the gripe of all his fingers and his thumb, aided by a wry face and a twisted neck. I cannot, however, acquiesce in the author's sweeping remark, that "whatever is done in the way of instruction, be it more or less, will be done in the right direction." Should the teacher, for instance, declare to the pupil

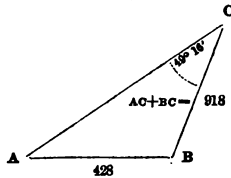
that he deemed it expedient to humor his bad habits, either natural or acquired, I should say that in the "way of instruction" this is decidedly in the wrong direction. Let the teacher rigidly insist on the pupil's holding the pen, as all competent teachers of penmanship declare to be best; for all *competent* teachers agree in the essential points. Again the author remarks, "This system aims to teach one thing at a time." As to the correctness of this plan, there can be no dissent, so far as it relates to the first efforts of the child. This plan, of course, pursues the inductive process, and, like every other, continues the practice of principles previously taught, and allows the pupil at length to practise *thought* while forming the letters and the words which express it.

The hints in relation to a "correct standard of taste" are in every respect true. Many would differ from the standard adopted in this series of books. Others might think that the execution of the details of the plan could have been a *little improved*. For instance, one might inquire whether the lower parts of the first two elements in the letter m should not be parallel in every instance; whether the stemmed letters should not be always slanted at an equal angle with the small letters; whether different curves on the left of the letter a, improve the harmony of the effect; and whether the letter t between two i's should incline more to the right than to the left. To all these questions, and to many more of a like nature, the author's *hints* furnish a decided answer. He says "there is a natural fitness in the forms, proportions and finish of a letter which should never be violated." We cannot doubt that the author would assent to the legitimate deduction from his premises, and acknowledge *that* to be the best system, other things being equal, in which the "execution comes up to the manifesto." As to one feature of the plan pursued, many teachers would doubt the wisdom of requiring small children to make heavy lines and letters when they first take in hand the pen. They would fear the effect on the muscles of the hand in the attempt to form a *correct habit* of holding the pen. Others would object to the making of rapidity "subordinate to legibility," in the instructions to be given to the pupil. The question is not *legibility or rapidity*, but legibility *and* rapidity "now and forever one and inseparable." If the pupil be *taught* the style of an elegant and rapid execution, the two qualities will become permanently associated in the practice of business, and we should be spared the loss of time and patience in our attempts to decipher the abominable substitutes for handwriting, adopted by some of our prominent business men, who rather take the time of their friends to decipher their hieroglyphics, than practise the time-consuming system taught them in their youth, in which rapidity was kept so

far subordinate to legibility, that the latter was acquired only by the sacrifice of the former. Professional and business men *must* write with rapidity, and if they are taught so to write, they will write with sufficient legibility. I say *sufficient legibility*; for who desires in the greater portion of the writing performed, that every letter should be formed with finical accuracy? Most of the writing performed is read once or twice, and never seen again. Why then should we require the writer to spend in forming his letters more time than is saved to the reader by the operation? If you would form a good recording hand, the angular hand may be easily condensed, but if you would acquire great rapidity combined with legibility, the confirmed habit acquired by the round hand system will defeat the accomplishment of any such design.

MATHEMATICAL.

Given $AB = 428$ and the angle $C 49^\circ 16'$ and $(AC + BC) = 918$; to find the other parts.



We have received the following answers to questions in the May number:

Three railroad companies, A, B, and C, agreed to make 48 trips each per day. But A made only 30 trips; B, 36; and C, 24. If they had made 48 trips, A was to have 44 per cent.; B, 35 per cent.; and C, 21 per cent. What per cent. of the profits must each one have now?

SOLUTION No. 1.

If they would have had equal per cents. had they each made 48 trips, when they made a less number their per cents. would be in the ratio of the number of their trips; that is, 30, 36, and 24. But A was to have 44 per cent.; B, 35; and C, 21 per cent. Therefore their per cents. will be now as (30×44) , (36×35) , and (24×21) , or, reducing, 110, 105 and 42.

Therefore A's per cent. is $\frac{11}{15}\%$ of 100 ; B's, $\frac{10}{15}\%$ of 100 ; and C's, $\frac{4}{15}\%$ of 100.

$$\text{Answer. } \begin{cases} \text{A's,} = .42\frac{2}{3}\frac{0}{10} \text{ per cent.} \\ \text{B's,} = .40\frac{2}{3}\frac{0}{10} \text{ per cent.} \\ \text{C's,} = .16\frac{2}{3}\frac{0}{10} \text{ per cent.} \end{cases}$$

E. S.—E. H. S.

SOLUTION No. 2.

As Co. A made only 30 trips, which is $\frac{5}{8}$ of 48 ; Co. B. only 36, $\frac{3}{4}$ of 48 ; and Co. C. only 24, $\frac{1}{2}$ of 48 ; it is evident that the shares of the three companies in the profits will be in the proportion of $\frac{5}{8}$ of 44 per cent., A's share ; $\frac{3}{4}$ of 35 per cent., B's share ; and $\frac{1}{2}$ of 21 per cent., C's share ; or as $27\frac{1}{2}$, $26\frac{1}{4}$, and $10\frac{1}{2}$. The sum of these is $64\frac{1}{4}$. The share of Co. A is therefore $\frac{27\frac{1}{2}}{64\frac{1}{4}}$; that of Co. B, $\frac{26\frac{1}{4}}{64\frac{1}{4}}$; and Co. C's, $\frac{10\frac{1}{2}}{64\frac{1}{4}}$. Reducing these fractions to decimals, they become .42802—, .40856 +, and .16342 +. Hence the

$$\text{Answer. } \begin{cases} \text{Co. A's share, } 42\frac{802}{10000} \text{ per cent.} \\ \text{Co. B's share, } 40\frac{856}{10000} \text{ per cent.} \\ \text{Co. C's share, } 16\frac{342}{10000} \text{ per cent.} \end{cases}$$

English High School, Boston.

C. T. B.

Lowell, June 20, 1855.

GENTLEMEN LOCAL EDITORS OF THE MASS. TEACHER : —

In the June number, you recall the attention of your readers to a problem inserted in the May number. A second examination of that problem has resulted in the following solution, which is at your service.

The process may be thought somewhat special ; but it is believed to be sufficiently general for the solution of most problems involving the same principles. The reasoning seems nearly as legitimate as that employed in determining the several figures of a cube root. True, it must be varied slightly to suit the varied forms of the equations ; but it is of the same general character, wherein it is peculiar. I have tested the reasoning, with entire success, upon several problems furnished me by friends with whom I have conferred upon the subject.

The solution of two problems is here given ; and others similar are offered for those who have a taste in such matters.

I. S. R.

1. { (1). $xy = 1020 \therefore y = \frac{1020}{x}$
 (2). $\sqrt{x+y} - \sqrt[3]{x+y} = x - y$
 (3). $\sqrt{\frac{x^2+1020}{x}} - \sqrt[3]{\frac{x^2+1020}{x}} = \frac{x^2-1020}{x}$
 (4). $\sqrt{\frac{x^5(x^2+1020)}{x^6}} - \sqrt[3]{\frac{x^5(x^2+1020)}{x^6}} = \frac{x^2-1020}{x}$
 (5). $x^2+1020 = p^6 x$
 (6). $x = \frac{p^6 \pm \sqrt{p^{12}-4080}}{2}$
 (7). Put $p = 2$, then $x = 34$ or 30 , and $y = 30$ or 34 .

The radical quantities are rational, not only in the second and third, but in the sixth degree. Consequently $(x^2 + 1020)$ must be the product of x into the sixth power of some factor. Let p be that factor. Now p may have any value that will render the radical quantity in the sixth equation rational. We very naturally first try 2, which proves adapted to our purpose.

2. { (1). $\frac{x}{y} = 1 \frac{2389}{4808} = \frac{7197}{4808}$
 (2). $\sqrt{x+y} - \sqrt[3]{x+y} = 3x - 2y$
 (3). $x + y = (7197 + 4808)p = 5 \times 7^4 p$
 (4). Put $p = 7^3$, then
 (5). $x + y = 117649$
 (6). $3x - 2y = 294$
 (7). $x = 47118.4$, and $y = 70530.6$

The values of x and y must be the terms of the fraction respectively, or equimultiples of those terms. Consequently the sum of those terms must be either exactly $x + y$ or a factor of $x + y$. Let p be the other factor of $x + y$. Now p must contain 7^2 and 5^5 , or more probably 7^2 and 5^{-1} . The latter proves correct.

3. { (1). $\frac{x}{y} = 1 \frac{10}{1201}$
 (2). $\sqrt{x+y} - \sqrt[3]{x+y} = x - y$
 4. { (1). $\frac{x}{y} = .5625$
 (2). $\sqrt{x+y} - \sqrt[3]{x+y} = \frac{4}{175}(x-y)$
 5. { (1). $xy = \frac{531117}{4}$
 (2). $\sqrt{x+y} - \sqrt[3]{x+y} = x - y$

DIVISIBILITY OF NUMBERS.

MATHEMATICIANS have spent much labor in investigating the divisibility of numbers, but the laws, when ascertained, are of practical utility only in a few cases. The subject, however, is quite interesting in a mathematical point of view, even when the results are comparatively useless. I propose to enumerate

some of the well known cases of divisibility, and to give a mode of investigation, which, I think, must be new to most teachers.

Any even number, it is evident, is divisible by 2. The divisibility by 3 will be a corollary to that by 9. One hundred, and consequently any number of hundreds, is divisible by 4; therefore, if the two right hand figures taken together are divisible by 4, the entire number will be so divisible; thousands are divisible by 8, and any number will be divisible by 8, if the three right hand figures together are divisible by 8. For 16, we must try the four right hand figures.

Since 10, and any number of tens, are divisible by 5, if the right hand figure is 0 or 5, the entire number is divisible by 5.

A number is divisible by 6 when it is divisible by 2 and by 3. And, in general, a number which is divisible by two or more numbers, prime with respect to each other, is divisible by the product of these numbers.

To find the criterion of divisibility by 7, take 8778. Since $1000 = 10^3$, $100 = 10^2$, the given number is the same as $8(7+3)^3 + 7(7+3)^2 + 7(7+3) + 8$. By reference to the binomial theorem, it will be evident that all the terms of the development of $(7+3)^3$, $(7+3)^2$, &c., are divisible by 7, except the last in each power. The parts therefore of this quantity which are not of necessity separately divisible by 7, are 8×3^3 , 7×3^2 , 7×3 , and 8; the sum of these is $216 + 63 + 21 + 8$, or $308 = 44 \times 7$. Hence, beginning at the right, we multiply the successive figures by the successive powers of 3, commencing with 3^0 or 1, and if the sum of the products is divisible by 7, the entire number will also be divisible by 7. A more practical criterion will be given in the divisibility by 21.

To find the law for divisibility by 9, take 72567. This is equivalent to $7(9+1)^4 + 2(9+1)^3 + 5(9+1)^2 + 6(9+1) + 7$. The parts of this which are not of necessity separately divisible by 9, are 7×1 , 2×1 , 5×1 , 6×1 , and 7; the sum of which is $27 = 3 \times 9$. Hence the well known rule: add the figures as if they were all units, and if the sum is divisible by 9, the given number is so divisible. Every term in the powers of $9+1$ which is divisible by 9, can also be divided by 3; therefore the quantities not necessarily and separately divisible by 3 are the same as above, viz., 7, 2, 5, 6, 7, and if the sum of these is divisible by 3, the whole will be so. For example, 6729, which is not divisible by 9, is divisible by 3.

Divisibility by 11 may be exhibited as follows. Take 34,958 = $3(11-1)^4 + 4(11-1)^3 + 9(11-1)^2 + 5(11-1) + 8$. The parts of this not necessarily and separately divisible by 11, are $+3$, -4 , $+9$, -5 , $+8$, or $20 - 9 = 11$.

Hence, commencing at the right, take the sum of the figures occupying the odd places, also the sum of those occupying the even places, and if the difference of these sums is zero or a multiple of 11, the given number is divisible by 11.

The criterion for divisibility by 13 is similar to that given for 7, except that, instead of the sum of the products, we must take the difference, as in the last case.

Take 4218 to exhibit divisibility by 19. This is equivalent to $4(1^0\frac{1}{2}^1)^2 + 2(1^0\frac{1}{2}^1)^2 + 1(1^0\frac{1}{2}^1) + 8$, all parts of which are separately divisible by 19, except $\frac{1}{2}$, $\frac{1}{2}$, $\frac{1}{2}$, and 8; the sum of which is $\frac{1}{2} + \frac{1}{2} + \frac{1}{2} + 8 = 9\frac{1}{2} = 19$. If this is divisible by any number, any multiple of this must be divisible by the same number. Hence, multiplying by 2^3 or 8, we have $4 + 2 \times 2 + 2^2 \times 1 + 2^3 \times 8 = 76 = 4 \times 19$. We may therefore commence at the right, take the sum of the first figure, half the second, quarter of the third, &c., and if the whole number, or the numerator of the fraction thus obtained, is divisible, the given number is so.

Or we may commence at the left, and multiply the successive figures by the successive powers of 2, beginning with 2^0 or 1. If the sum of these products is a multiple of 19, the given number is divisible by 19.

The same rule applies to divisibility by 29, 39, 49, &c., if we substitute the powers of 3, 4, 5, &c., for those of 2. The rule for 39 will furnish an additional rule for 13, and that for 49 will furnish a new one for 7.

If a number is divisible by 7 and by 3, it must be divisible by 21. But another criterion may be found. Take $5376 = 5(2^1\frac{1}{2}^{-1})^3 + 3(2^1\frac{1}{2}^{-1})^2 + 7(2^1\frac{1}{2}^{-1}) + 6$. All parts of this are divisible by 21, except $-\frac{1}{2} + \frac{1}{2} - \frac{1}{2} + 6$, or $6 + \frac{1}{2} - \frac{1}{2} = 6$; $6 - \frac{1}{2} = \frac{11}{2}$; the number of which is divisible by 21. Or, we may multiply by 2^3 ; we then have $-5 + 2 \times 3 - 2^2 \times 7 + 2^3 \times 6 = 54 - 33 = 21$. Hence we may commence on the left, and multiply the successive figures by powers of 2, beginning with 2^0 or 1. Take the difference between the sum of the products occupying odd places, and that of those occupying even places, counting from the right, and if this difference is divisible by 21, the whole number will be so. Since a number divisible by 21 is also divisible by 7, the same rule will apply to divisibility by 7.

The rule for 21 may be extended to 31, 41, 51, &c., by substituting powers of 3, 4, 5, &c., for those of 2. The rule for 51 will give one for 17. For example, 2057 is divisible by 17, because $-2 + 5 \times 0 - 5^2 \times 5 + 5^3 \times 7 = 875 + 0 - 2 - 125 = 748 = 44 \times 17$.

The author of this article would recommend that teachers exercise such of their pupils as are sufficiently advanced to com-

prehend the reasoning in these and similar investigations. The exercise will enlarge their knowledge of numbers, and their powers of analysis.

T. S.

DIARY IN TURKISH AND GREEK WATERS. *By the Right Honorable the Earl of Carlisle. Edited by C. C. Felton, Greek Professor in Harvard University, Cambridge. Boston: Hickling, Swan & Brown.*

THIS volume possesses great interest, not only for classical, but for English teachers. It gives just that kind of information which one needs who desires to acquaint himself more fully with Grecian topography, and with many of the most interesting events in Grecian history. The characters of the author and editor are a sufficient guaranty that the information which the volume contains may be relied on. The teacher will also find much information in this volume which will be of great assistance in tracing the progress of the war now raging in Europe.

THE STANDARD THIRD READER *for Public and Private Schools; Containing Exercises in the Elementary Sounds; Rules for Elocution, &c.; Numerous Choice Reading Lessons; A New System of References; and an Explanatory Index. By Epes Sargent. Boston: Phillips, Sampson & Co.*

THIS is the third in Mr. "Sargent's Standard Series" of Readers for Schools. The general features of this volume are the same as of the preceding numbers which have been noticed in our pages. In examining the book we have been much pleased with the character of the selections. In his preface Mr. Sargent remarks, "It has been my endeavor to reconcile simplicity with sound literary taste and an accurate style. Too many writers for the young, in striving to be simple, have been merely feeble or insipid; and let it not be supposed that their mistake is not detected by the class to whom they address themselves. Could they hear some of the comments of their juvenile critics they would not so undervalue the discernment of the young." We are quite glad to observe that this defect in our reading books has not escaped our author's notice. We certainly think that he has not fallen into this mistake himself. It is far better that a reading book should be a little above the child's capacity than a little below it. A large portion of time of late years has been spent in our lower schools upon lessons in reading which can barely be tolerated at the tender age in which they are first learned, but which can afford no satisfaction when recollected in maturer years. Now the earlier a piece

of composition is put into the hands of scholars, the more unexceptionable it should be in style and sentiment. These selections go a great way towards determining the future character of those who may read them. We sincerely thank Mr. Sargent for having so beautifully realized a correct and important idea, and regret that our space will not permit us to do his book a higher degree of justice.

E. S.

AMERICAN INSTITUTE OF INSTRUCTION.

We are unable to inform our readers where the next meeting of the American Institute of Instruction will be held. We had delayed going to press until after the meeting of the Directors, which took place the 27th of June, hoping to obtain all needed information. But the subject was referred to a special committee of three, who will report at an early day. We trust we shall be enabled to publish the programme in the August No.

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays :

TO MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. The Relation of the Common School to the State.
2. School Supervision.
3. The Relation which the Common School sustains to the College and the University.

TO THE FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. Primary School Instruction, and the Methods of Teaching Young Children.
2. The True Mission of the Teacher.
3. The Objects of Common School Instruction.

The Essays must be forwarded to the Secretary, Charles J. Capen, Esq., Latin School, Boston, on or before the 21st of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, June 18th, 1855.

THE
MASSACHUSETTS TEACHER.

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A. M. GAY, Editor.

[August, 1855.]

AT WHAT AGE SHOULD A BOY ENTER COLLEGE?

The following communication addressed to the editor of the present number of the Teacher, is commended to the careful attention of parents who have sons intending to enter college, and to those generally who have the immediate charge of the preparatory instruction in our classical schools. It is the tendency, at present, to urge scholars on beyond their real capacities,—to introduce them into studies evidently beyond their depth; and the result uniformly is, that the elementary branches are neglected, and superficial habits of study acquired. This fault is to be attributed partly to parents who, partaking of the spirit of the age, and supposing that mind, like matter, will yield to force, frequently importune teachers to shorten the period of elementary training, with great detriment to the pupil's success, and partly to teachers themselves, who are sometimes exceedingly ambitious to offer a large number of candidates each year for examination. It is to be hoped that the example recently set in some of our best classical schools, of lengthening the course of study to five or six years, will be speedily followed in all, and that "men" not "boys" will be offered for the discipline and instruction of college.

AMHERST, July 2d, 1855.

MY DEAR SIR: You inquire of me, at what age a boy should enter College. The question is one of no small importance, not only to the boy himself, but to the preparatory school and the college, to the cause of learning and the community.

My own observation and experience of college life, which, in one relation or another, has now extended over some twenty-five

years, is decidedly adverse to early admissions. The laws of Amherst College, in common, as I believe, with most of the other colleges of the older States, prescribe fourteen, as the earliest age at which one can be admitted to Freshman standing. This may, perhaps, be well enough for an extreme limit, for there are undoubtedly individuals, who at fourteen are already capable of entering college with safety, and pursuing all the studies, as they come along, with advantage. There *are* boys, who are as mature at fourteen, as others are at eighteen. And yet these are so manifestly exceptions, that it may well be doubted whether they should constitute the rule, or be set up, even indirectly, as the standard. If fourteen is prescribed as the limit, the danger is, that all will consider that as the proper age. It were better, perhaps, to designate the age at which, *as a general rule*, it is *desirable* to enter, and leave exceptional cases to be provided for, as they arise; or if a *limit must* be prescribed, it should be accompanied with the distinct statement, that it is better for boys, in general, to enter at a more advanced age.

That it *is* better, as a general rule, for boys not to enter college so early as fourteen, I have no doubt. Not a few instances have come under my observation in which the vanity of parents has plumed itself on entering their sons at the very earliest period at which they are admissible, and some instances, in which they have procured a special vote of the Corporation, dispensing with the law in the case of their sons and authorizing their admission at a still earlier age. And the result has almost always been unhappy. Doubtless the evil was aggravated in these instances, by the foolish vanity of the parents, producing in their sons that pride which precedes a fall. But where there has been no such weakness, those who enter the lists very young, seldom hold out in the race with their older and more mature competitors. They set out bravely; during Freshman year, they are, perhaps, favorite candidates for the valedictory. But early in the Sophomore year, many fall out of the course, not a few others fail to round the goal at the end of the year, others still fall behind in the Junior studies; and most of them come in for a very inferior share of Senior triumphs and the honors of Commencement. In view of such facts, college officers are often tempted to wish that they may never see any more "*boys*" present themselves for examination. College is no place for mere boys. Its duties and its dangers, its trials and its toils, its course of study and its whole organization and manner of life, demand men; — if not men in age and stature, yet men in physical, mental, and moral stamina.

The studies now pursued in American Colleges, extend over the whole wide and ever widening range of literature and

science, and comprehend the most abstruse and difficult, as well as the loftiest and grandest subjects, that have ever exercised the human intellect. Whether prosecuted for their own sake, or for the sake of the discipline which they impart, they require to be pursued with the most intense application of all the mental powers. They must be studied so as not only to master the facts, but to comprehend their mutual relations and the principles which they involve. The study of languages, for example, is not (as boys usually make it, and as "children of a larger growth" sometimes represent it) the study of mere words. It is the study of thoughts and things—of the greatest and best thoughts that men have ever uttered, and so, indirectly, of the greatest and best things that God has created on earth. It is the study of reason and speech,* those characteristic attributes of our race, in their inseparable connection with each other, and the study of them after the Baconian method, by observing how men *have* developed and employed these divine gifts; and so it is the study of history and philosophy, of human nature and mankind. Classical studies should be commenced in boyhood, when the memory is ready and retentive. The foundation should then be laid in a perfect knowledge of forms and constructions. But the chief end of such studies is lost, if they are *finished* and laid aside, before the mind has become sufficiently reflective and comprehensive to consider them in these higher and wider relations.

In like manner, the mathematics are not merely a dry collection of theorems and problems—not merely a dead body of rules and formulas; but as the very name imports, they are the basis of all science and all art, the informing principle of music, poetry and the arts of design, not less than of chemistry, astronomy and the physical sciences, and the invisible frame-work of the material, if not also, (as Pythagoras taught) of the spiritual universe. The physical sciences, while they embody some of the most masterly productions of human genius, are also expressions of the attributes and thoughts of God. The several branches of mental science, while they make us acquainted with ourselves, also determine the limits and methods of all knowledge, and furnish the clew to discovery and progress, not more in anthropology, than in cosmology and theology.

Such, in brief, are the principal studies pursued in college, and they are clearly no boy's play. They are sufficient to task the largest powers of the human intellect. They are only marred and mangled and *effectually finished*, if finished in mere boyhood.

* Hence the term Philology: *φίλος* and *λόγος* which includes both reason and speech.

We come to a similar conclusion when we look at the mental discipline, which, more than the mastery of literature and science, is the primary object of a college education. The college is the last in the series of properly *educational* institutions. On leaving college, the young man's "*education* is completed," and he enters upon the study of a profession. Now it requires no argument to prove, that before the discipline of the mental powers is finished, those powers themselves should have attained to some degree of maturity, and also that the judgment, under whose control the work of discipline is to be accomplished, should have become in a measure ripe? The college student is emphatically left to his own judgment,—thrown upon his own resources. When he enters college, if not before, he must leave the parental roof, the command of parents, the counsels of friends, the influences of home, and become, in an important sense, his own master, choose his own associates, regulate his own house, and direct his own manner of life. This involves a weighty responsibility in regard merely to bodily health and habits, and the culture of the intellect. How much more weighty, when the social habits, the moral character, the religious principles, the health of the heart, and the welfare of the soul are taken into consideration! Parents and friends can, now, only advise. Teachers look on, not indeed at so great a distance, but still from without that charmed circle, in which he lives and moves and has his being. College students constitute a community by themselves and of their own kind, with manners, customs, laws, and I had almost said a language of their own, with peculiar advantages, and those very great, but with peculiar temptations, and those also very trying, with facilities for propagating influence and for getting and doing either good or evil, such as belong to scarcely any other community in the wide world. Meanwhile conflicting motives sweep the surface of this little community, and counter currents stir it to its lowest depths. Every influence that can proceed from this world or the next, falls upon them. Every passion, from the merest love of self to the purest love of God, contends for the mastery. Competitions with fellow-students, as severe as those which are waged on the floor of Congress, or in any other arena of human strife, invite them to enter the lists against each other. Or they may strive for the mastery over self, and thus win triumphs more noble than those of the gymnast or the ascetic. Or yet again they may struggle to obey the will of God, and do good to men in a field of usefulness which the missionary might well covet,—in a theatre of glory, such as never dazzled the eye of any poet or orator of antiquity. Or, on the other hand, they may sit in the bower of ease, or enter the halls of forbidden pleasure, or vie with each other in the arts of dis-

sipation and seduction with a freshness of appetite and fervor of the passions, known only to clubs of youthful votaries. It is under such circumstances and such influences, that the boy (if he is a boy when he enters college) is to decide for himself, and, as a general rule, to make the final decision, whether he will do well or ill, do right or wrong, do something worthy of himself and the reasonable expectation of his friends, or do nothing, or over-do and break down his constitution, perhaps, past recovery.

From this simple statement of facts, two or three inferences follow, as obvious and unavoidable conclusions.

1. No one should be exposed to such an ordeal, till he has formed habits of study and adopted principles of action, that may be regarded as somewhat firm and fixed,—that will not be likely to yield to the first breath of temptation which falls upon them. To send a boy to college who has no habits of study, and no love of learning for its own sake, while, at the same time, he has no steadfast purposes of right, no fixed moral or religious principles;—to send him, as too many parents do, against his will, though it be to the most Christian college in the land, is to put him on the highway to ruin. It will be no thanks to the parent, if he fails to come to some bad end.

2. He should not be put to such a test, without considerable maturity of intellectual powers. The mind should be taxed, but not overtaxed—exerted, but not strained, in order to the healthy development of its faculties. To require of a boy a man's task, is to dwarf his intellectual, as surely as his bodily growth and strength. The college, as we have already said, is the last stage of the *education* properly so called; and the last stage of education should be coincident with the last period of youth, when the mind attains its full growth and stature. In earlier boyhood, neither are the faculties capable of bearing the necessary strain, nor is the judgment competent to give the right direction.

3. He should not be subjected to such a pressure, till he has nearly or quite attained his physical growth, nor without a good degree of bodily health and strength. The college course imposes no small tax on the physical constitution. The brain is stimulated and strained to its utmost tension in the direct and almost exclusive service of the mind; and the nervous energies are diverted, drawn off, drained out, if we may be allowed the expression, from all the bodily organs in indirect contributions to this reigning power. To subject the system to such a drain, while, at the same time, its energies are nearly all required to sustain the rapid growth of the body, is little short of suicide. The parent who imposes such a tax on his son, may expect to destroy his health, and shorten his life, if not also to

sacrifice interests dearer than life—to impair his intellect, ruin his character, and wreck all his prospects for this life, with, perhaps, all his hopes for the next. Whereas, if he will wait till his son has arrived very nearly at the growth of all his powers and faculties, and wants only the last touch of the forming, strengthening, and finishing hand of education, he will have every reason to hope, that he will come out a whole man, with a sound mind in a sound body, under the supreme control of an enlightened conscience and a pure heart.*

The age which will meet all these demands better than any other, as a general rule, is perhaps seventeen or eighteen. If there are exceptions to the rule, as there are to all rules, my own judgment and my own observation would lead me to say, that far more should enter after than before this standard age. The average age of those who enter Amherst College is as high as twenty or twenty-one; and more and higher honors, both in college and in public life, have been won by those who have exceeded, than by those who have fallen below the average.

The age which we have fixed upon, from regard to the welfare of the student, is also well adapted to secure the other interests involved. It gives time and scope,—the *right* time and the *proper* scope,—for the family, the preparatory school, the college and the community, each to impart its benefits and to receive its dues.

It leaves the boy at home under the control of parents, and the influence of brothers, sisters, friends,—the very best place and the very best influences in the world, if the home is at all what it ought to be,—while his body, mind and heart are most rapidly growing, and his habits and principles are forming. And it is with a wise reference to this home influence, as well as to the proper education of all her children, that old Massachusetts has provided by law, that every town of any considerable size shall establish a High School, in which the children of the town may be fitted for college, or may acquire a thorough English education, while they yet remain under the parental roof. Parents little know to how much pains and expense they subject themselves in exiling their sons and daughters from home only to injure the completeness of their education.

The age suggested leaves time for the preparatory school to do its work and do it well—to see that the common English branches are thoroughly mastered, and that the youth goes to college well trained in the elements of the Greek and Latin

* Such a complete man will accomplish more for himself and his generation in one year than a half or a third of a man will in two or three; at the same time, he will be likely to live longer in the *practice* of a *profession*, which he enters at thirty, than one broken down by ill-advised haste, who commences at twenty-one.

languages. In ordinary cases, it affords none too much time for a perfect preparation. But if perchance a boy is really well prepared at an earlier age, let him spend a year or two in strengthening his physical constitution, or, if that be quite perfect, in acquiring one or more of the modern languages. Then let him go over again with a careful review of all his preparatory studies; and the impulse with which he thus enters college, will bear him on with an increased rapidity and power through the whole collegiate course.

The college has quite as great, if not even a greater interest at stake, in the mature age of those who enter. If the Presidents and Professors might safely calculate on having to do, not with reluctant, half-formed, heedless boys, but with full-grown, strong, and earnest young men, well trained in all the preparatory studies, and eager to enter on the new and untrodden paths of learning, as one after another they shall open before them, this alone were sufficient to revolutionize the course of study, to transform the manner and spirit of their instructions, and to lift the college up to a higher platform of intellectual and moral culture.

Lastly, the cause of letters and the community would reap the benefit of the change. We should see fewer boys in the pulpit, at the bar, and in all the public walks of life. Young America would have an older head put upon his young shoulders. Older and wiser men would wield the power of the pen, of the press, of the government, and of public opinion. As in college, so in all that is done or directed by educated men, there would be *more power*, and it would be *better regulated*.

Precocious development is every where—whether in the body or the mind, in the individual or the State—more or less unhealthy development. This is pre-eminently the disease and the danger of our country. Like a raging fever, it is making havoc with the health and life, the minds and hearts of our youthful countrymen. Perhaps the first step towards a cure would be to check it in the educated men, the leading minds of the community. The public men of Israel did not enter upon their official duties till the age of thirty; and even the man who appeared in Judea eighteen centuries ago as a model for our race, conformed to this usage. Were the same limit imposed on all who hold stations of power and influence in our age and country, the whole spirit and soul and body of American society would be in a far more healthy condition.

W. S. TYLER.

THE RELIGIOUS TEACHING OF THE SCHOOL-ROOM.

It would be very absurd if sectarian strife should banish from our school-rooms that on which every Christian sect is based, viz., Christianity itself. Such a result would be equally prejudicial to the contending parties and to our educational interests. One denomination had far better submit to see itself outstripped in influence, than that the principles of a common faith should have no place in the instructions of the school-room. If Christianity is not carefully taught to children, religious doctrines of all kinds will very soon lose their influence among men. Christian people, therefore, will desire that the Christian religion be taught to childhood; and if this is to be done by a person of a different denomination from me, who will certainly present the truth in the color given it by his own denominational views, this is of but little consequence so long as I know that he is a Christian who will not falsify the *great* doctrines of the Christian scheme.

These principles will be admitted by most. The unbeliever in Christianity, alone will prominently object to their application, and yet even his better judgment must yield conviction here upon an enlarged and liberal view. In objecting to Christianity, we object to education itself, for it is not too much to affirm that all the properly educational influence by which we are to-day surrounded, and all the true education of the race in any age, have been owing to Christianity. Before the appearance of the Christian religion there was no such thing as a true education known. True, the world cannot be said to have been at that time in utter ignorance; much had been discovered and was known in art and science and philosophy. Neither can it be affirmed that there was then no means of instruction, for we find the frequent existence of schools in which the young were taught the principles and the results of knowledge. But education in the only proper sense of the term, education as a leading out, as an unfolding of the man, and this for no other reason than because of the man's own excellence and worth, we do not find amid all the knowledge nor amid all the schools of antiquity. The Christian religion first introduced it to the world.

The only ground for objection to this affirmation lies in the facts of Grecian history. It may be contended that in Greece education was cultivated according to its high ideal, long before the birth of Christ. But, while it is fully admitted that the Greeks stood upon a very high point of refined culture, that they had carried out art and science and philosophy to a very wonderful extent, yet must the affirmation be repeated, that

education in its true sense, was not found among them. No part of the culture of the Greek was for his own sake, but all of it was directed for the sake of the state. The Greek was taught and cultivated that he might be made a better citizen, and not that he might become a nobler man. This is the idea which underlay all that which, in a false sense, is termed Grecian education. Everything in it was directed towards the state, and never stopped short with the individual. True, this general idea had its specific development in different forms among the different Grecian states, varying in each one according to what was fancied to be the predominant want or interest of the state, but never losing its distinctive feature of cultivating the individual for the citizen, and not for the man. Education thus dates its first appearance among men after the coming of Christ and the introduction of His religion.

In subsequent time, education has had a hold upon men, and progressed just as Christianity has strengthened and brightened. We might have expected that even after the religion of Christ had been nominally introduced among the barbarous hordes who overran Europe and broke up the Roman Empire — ages might elapse before they should even feebly understand the application of its principles. They were savages who might challenge comparison, for brutal ferocity and violence of passion, with any races the world has known, and who were almost on a level with the lowest in stupidity of intellect. And yet, not three centuries after the nominal conversion of Clovis, we find the basis for the University of Paris laid by Charlemagne; and from the fact that Professors were invited to his court from England, Ireland, and Germany, we infer that education had followed the introduction of Christianity in these countries even earlier than in France. Christianity has since kept on its progressive working, and education has followed it, with equal pace, till the present day. So now, the teaching of the school-room must be religious and Christian, in order that the school-room itself may be sustained. This should be advocated both by Christians and unbelievers, upon both religious and educational grounds. s.

A GRAMMATICAL PLAY ON THE WORD THAT.

Now *that* is a word which may often be joined,
 For *that that* may be doubled is clear to the mind,
 And *that that that* is right, is as plain to the view,
 As *that that that that* we use, is rightly used too,
 And *that that that that that* line has in it, is right
 In accordance with grammar, is plain in our sight.

In the above lines, the word *that* is used in perfect accordance with the rules of grammar.—*Albany Express*.

ON THE WRITING OF COMPOSITIONS.

[The following article consists of extracts from a lecture recently delivered by W. W. Wheildon, Esq., to the pupils of the Charlestown High School. We regret that we cannot obtain for publication the entire lecture. It contains so much that is practical, exposes so many of the faults of young writers, and gives such clear directions for the formation of a good style, that it would be a highly valuable contribution for the perusal of those who have to do with this important branch of Education. ED.]

IN writing a composition, the *subject* should first be well understood; that is, the writer should have a clear idea of the matter to be written about, and upon which he intends to express his thoughts, his opinions, or his feelings. Then he is prepared to *think*, to invent and combine his ideas upon it: what is its nature, what are its characteristics, how is it affected or influenced, or what influences it exerts; what views may be taken of it, or how may it be illustrated; what advantages flow from it, or how shall it be enforced or established. Is it a narrative, in which we detail events, incidents, circumstances? Is it a theme for reflection? What are our views of it? Is it sentimental or moral — of the heart or of the mind? Whatever it be, its nature should be distinctly understood; its character fully comprehended. In this, the advice of the teacher, or of a friend, may be with propriety desired. No better aid can be sought, in any composition, than conversation with another upon the theme. Mind, even if uncultivated itself, is the best cultivator of the mind. By collision both may gain thoughts which neither possessed before. Like the flint and steel, neither alone can produce a spark, but when brought into contact, mind with mind, scintillations of the purest ray are the result. They act upon each other, excite each other, correct false impressions, enlarge the views and expand the intellect. The very mention of a theme excites some thoughts in the mind of every one competent to think. A word is often full of suggestion; as Education, Happiness, Gratitude, Grief, Religion, and others; and there are many ways to treat such themes. Or take another class of words, representing material things, as a Church, a Ship, a Monument, a Dwelling-house, or a Railroad: each of these words presents a picture to the mind, and we could think a long time about any one of them, and things associated with them. What, for example, is our idea of a *Ship*, its management, guidance and government, on the ocean, by day and by night, with the stars above and the depths below; the winds, the waves, the progress over the trackless waters; the domestic habits, the occupations and social gatherings of those on board, in the long day or the lowering night?

All these things are suggested to the mind, and many more, by the mere mention of the subject. Or take the word *Grief*,—what scenes of sorrow are conjured up in the thoughtful mind, by that sad word! It stirs the deepest emotions of the heart, awakens all the sympathies of the soul, and calls into activity the humanities and the divinity within us. Or if the word be *Music*, the mind turned upon itself, with no sound upon the ear, the imagination may revel in harmony: the stirring drum, the piercing fife, the blast of the bugle, the softer melody of the flute, the gentle breathing of the æolian,—these may all be heard in the fancy, and attune the heart to gladness. The unwritten music of nature, the sighing of the wind, the patter of the rain, the booming roar of the ocean, or the softer carol of the birds about our pleasant homes, the hum of insects, the prattle of the brook,—these all come thronging upon the fancy as we have heard them in our experience, forgetting to prize them among the blessings of life, almost because our Heavenly Father has bestowed them upon all his creatures alike! Thus every subject, even a word, so wonderful is our language, is suggestive of its associations, and leads the mind, even of the uncultivated, into a train of thought more or less original with itself, and more or less vigorous. * * * * *

When we consider the great fact that it requires about one half the time of an ordinary life, to acquire a tolerably good education, it becomes important to know, at some time or other, the object of such a disposition of our time. What do we gain by it? What would we be without it? What are we with it? I do not, of course, in these remarks, propose to discuss or answer these pertinent and suggestive questions, but it is desirable that they should be considered by us all. To the cultivated mind they are already answered. To the mind seeking cultivation they are in the process of development. To the mind desiring knowledge, and deprived of the nutriment it seeks, they are as apparent as the want of food to a starving man. Helpless as we are in infancy, devoid of intelligence or thought, having no sensation but that of pain, no impulses but those of instinct, a desire to acquire knowledge is one of our earliest manifestations, as it is one of the last that we encourage. The most dependent and helpless of living creatures,

“Frail creature as he is, helpless as frail,”

man begins to learn almost with his first breath; and whatever may be forgotten, as years advance, it can scarcely be said that he ceases to learn until it can be said that he ceases to live.

“Many are our joys
In youth! but oh! what happiness to live
When every hour brings palpable access
Of knowledge, when all knowledge is delight,
And sorrow is not there.” WORDSWORTH.

The longest life does not suffice for the acquisition of all knowledge. So broad is the field of human wisdom, open to all alike! So large and expansive are the faculties and capabilities of the human mind! So important is education to a full and perfect man, that it may almost be said, could any of the brute races attain it, they would break down the great barrier between the races, and man himself might become the inferior animal. As it is, the remark is sometimes heard of an intelligent animal, that he knows more than some men! It is greatly to be feared that such severe judgment may have some foundation in truth.

I do not intend by these didactic remarks, to advocate or encourage authorship. There is less need of authors than of thinkers; less need of them now than in the time of Dr. Johnson, who thought, from the multiplicity of scribblers who annoyed him, that

“ All Bedlam or Parnassus is let out,
Fire in each eye, and papers in each hand,
They rave, recite and madden round the land.”

Things in this respect have not greatly improved since his time, neither as regards numbers or excellence. The press is burdened with its *light* literature; the public confused with a superabundance of books, and the good sense and good taste of the community vitiated by a flood of cheap productions. But I would encourage an ardent and practical cultivation of the intellect, not alone in the acquisition of knowledge, but in its use; a power of *thought*, and of easily and accurately communicating our ideas; a facility in the application to our daily life of the knowledge we gain; for intelligence and learning, however varied, are of little worth if perpetually locked up in our own brain. We confirm and establish the knowledge we have acquired by using it, and gain new ideas and insight into new principles by discourse with intelligent people. The excellences of our education, or its deficiencies, are shown in our conversation, even in our most trivial remarks, and in our most familiar correspondence. Our intellectual cultivation, whatever it may be, is drawn out of us in our daily lives; it cannot be hid, it must be known, and it is the evidence we have, better than gold or genealogy, of our claims to refinement and regard. With no such evidence to offer, or only that of outside appearance and doubtful validity, we must fall into the broad ranks of the rude and uncultivated, undeveloped as men, unfruitful in our highest estate. The word cultivation is the exact and expressive synonyme for education, and as a figure of speech, is particularly illustrative and forcible. If the ground be well and assiduously cultivated, a good growth and product-

ive crops reward the labors of the husbandman ; if the ground be not well tilled, weeds usurp the dominion, absorb the nutriment of the soil, and ripen the seed for a still more abundant growth, weeds all, weeds continually. So with the parterre of the intellect : cultivation improves the soil and renders of value the harvest ; neglect weakens the intellect, impoverishes the heart, and makes life a dreary waste, or a tangled web of folly and crime, not only without solidity, but wanting the mere gild of gaudiness.

Exaggeration in composition, or in conversation, is an impropriety, and so common a fault that it requires a watchfulness over our words, and a decided effort of our intelligence to avoid it. It is not a little unfortunate for our good sense, our taste, and our "mother tongue," that this evil is in some degree sanctioned by the canons of fashion. It is truly a fashionable folly, and like some other follies, having the same inexorable authority for its continuance, is altogether evil in its influence. Potent as fashion is in our day, it does not seem to have been regarded by the ancients either as a virtue to be deified, or as an evil to be demonized. It may well be made symbolical, in our time, as a modern giantess, composed of all qualities and compounded of all absurdities and follies which afflict our race ; frail, fickle, and faithless, neither to be trusted nor followed—nor yet to be rejected and disobeyed. Fashion in literature, from her well known vagaries, is dangerous to our simplicity, and detrimental to our tastes. The purity of our language, and the proprieties of our conversation, are not safely to be entrusted to the erratic habits of the vagrant Fashion. Exaggerations and extravagances, in composition and conversation, however sanctioned by custom, commended by fashion, or countenanced by what is falsely called "politeness," are always to be avoided. It is safer, and in better taste, to shade down and soften our expressions, rather than to make them gaudy or high colored, oftentimes at the expense of truthfulness.

A FINANCIAL QUESTION.

Which will cost the most money,—the education of the child, or the ignorance of the man ? We cannot avoid paying the tax for one or the other.

[For the Massachusetts Teacher.]

COMMEMORATION AT OXFORD.

EDINBURGH, June 25, 1855.

DEAR SIR:—Perhaps you may be interested in reading a brief account of the exercises at Oxford University during the past week. A visit to Oxford, where is the most ancient institution for learning in England, is well worth the making at any season, and I was peculiarly fortunate to be there during the week of the commemoration, as it is termed. On Monday evening of this week there is a procession of boats, belonging to the students of the different colleges—nineteen in all—each boat having the distinctive mark and banner of its college, and the young men who row it being dressed in a particular uniform. These boats followed each other in this procession on the Isis in the order in which they came out of a boat race held some days before, the one which then gained the prize taking the lead; and when arriving at a certain point it stops, while the others pass by and pay it a salute; meanwhile the other students of the different colleges standing on the banks of the river or in other boats, cheer the boats of their respective colleges, as they pass. This scene attracts a large number of spectators, and amid the music of the bands and the cheers of the students is quite an enlivening one. On the next day there is a charity sermon preached by some bishop, a flower show upon the grounds of one of the colleges in aid of some charity, and also various private entertainments in the evening.

Wednesday is the day of commemoration, the exercises of which take place in the theatre, a building belonging to and within the enclosures of one of the colleges, and rarely used on any other occasion. It is built in the form of a horse-shoe, and contains a large ground floor, where are admitted at their exercises the Masters of Arts, and persons introduced by them, gentlemen and sometimes ladies, who are obliged to stand, there being no seats; a ladies' gallery, to which ladies are admitted only for tickets,—and these are of course in great demand and difficult to obtain,—and also an upper gallery, where students who have tickets are admitted. This upper gallery will accommodate about one thousand students, or something less than one half of the number belonging to the different colleges. The Chancellor's chair is placed in the centre of the circulum, and nearly on the level with the ladies' gallery, and at each side are places for the officers of the University, and the Doctors of Laws. There are also on the right and left of the Chancellor's chair pulpits for the speakers. The theatre will accommodate over four thousand persons; and on this

occasion, Wednesday, June 20th, it presented a very brilliant appearance. The doors were opened at ten o'clock, and immediately the students' gallery was crowded with its full complement. The students consider this their Saturnalia, and have a sort of prescriptive claim to be disorderly. They commence at once a series of cheers or of groans, as some of their number announce a popular or an unpopular name; or as an officer of the University enters, he is either cheered or hissed, or sometimes both. The head of one of the colleges, who was present the whole hour before the services commenced, was frequently called out by the name of Big Ben. Then some would cheer the weather, it being the first fair day for a week; the ladies in white, or the ladies in blue,—or the ladies with no bonnets, referring to the very small bonnets which are now worn, there being none present without any. Among the names which received the most hearty cheers at this time were those of Lord Derby and Lady Derby; and of the public men whose names were ill-received, were Palmerston and Brougham. In this way for a whole hour their lungs were incessantly exercised. At eleven o'clock precisely the front door was opened, and a way being made through the crowd standing upon the ground-floor, a procession not very numerous enters, headed by Lord Derby the Chancellor, having a magnificent robe embroidered with gold, and followed by the officers of the University in black gowns, the bishops in their robes, and the Doctors of Laws in red or white gowns. The organ playing, and the whole audience singing, standing, "God save the Queen." The Chancellor opened the convocation in a Latin speech, announcing the names of the persons upon whom the council proposed to confer the honorary degrees of Doctors of Laws. After reading the whole number, he then puts to the vote of the convocation the name of each separately. The students, although they have no vote in the matter, persist in having a voice, and they cheer or hiss as their whims incline them. The first name announced was that of Mr. Buchanan our Minister; a few of the students cried out "no," "non placet;" one sung out "Yankee Doodle,"—but the Masters of Arts and other members of the convocation, together with the Chancellor, cried out "order," and the matter was carried with quite a respectable cheer. The same course was pursued when most of the other candidates were announced; the only names which were received with hearty and unmixed cheers, in which the whole audience joined, were those of Tennyson, the Poet Laureate, and of Sir De Lacy Evans and Sir John Burgoyne, the heroes of the Crimea.

After the assent of the convocation is given to the conferring of the degrees proposed, the candidates enter the theatre in their appropriate gowns, preceded by an officer of the Univer-

sity, who, standing in the centre of the area in front of the Chancellor, presents to him, in a Latin speech, each candidate in order, upon whom the Chancellor confers the degree, and the candidate then walks up to the Chancellor, shakes hands with him, and takes his seat by his side among the doctors ; the students all along keeping up their performances. This ceremony is the most interesting part of the commemoration exercises. The audience have a fine opportunity of seeing the distinguished persons thus honored, and, with the exception of the noise and uproar made by the students, the ceremony is a very appropriate one. The Chancellor has a fine voice and presides in a very dignified manner. He, however, could not help occasionally smiling at some of the jokes let off by the students, and when he did so, the expression about his mouth reminded me very much of that of Chief Justice Shaw, when enjoying heartily a joke ; and indeed his lordship bears a sufficient resemblance to the venerable Chief Justice of Massachusetts, to pass for his younger brother. After the conferring of the honorary degrees, one of the Professors recited a Latin oration, in which allusion was made to the glories of Alma and Balaklava, received of course with cheers ; but soon the students waxed tired, and by their noise abbreviated the delivery,—the Professor, closing with a remark about time failing, sat down amid hearty cheers at his concluding. Then were recited by the successful competitors, the prize performances, consisting of a Latin Essay, a Latin Poem, an English Essay, and an English Poem. They were indifferently recited, but strange to say, the students paid pretty fair attention to them. These being over, the Chancellor announced that the convocation was dissolved, and thus ended the public exercises of commemoration. The services are much shorter in duration,—being less than two hours,—and they had, of course, far less of variety and public interest than those of our college commencements ; the part played by the undergraduates is an anomaly fortunately not known among us.

In the afternoon, there was an extraordinary occasion, the laying of the first stone of a new museum about to be erected by the University ; fifty thousand pounds having been appropriated for that purpose from its general funds. The arrangement for this ceremony was very well made. A platform was erected over the foundation of the proposed building, and was covered with an elegant awning, and served as the stage for the Chancellor and distinguished guests. In front was an enclosure reserved for ladies and gentlemen provided with tickets of admission, over which the flags of the different nations were displayed, and among which were two of the American at opposite corners. The corner course upon which the ceremonial stone

was to be laid projected through an opening in the platform, and was sufficiently elevated to be seen by the whole assembly. After the reading of a prayer especially prepared for the occasion, by the Chancellor, and the singing of a hymn by a large choir, the Chancellor proceeded to lay the stone, and he seemed to spread the mortar with his silver trowel, and to apply the square and level in a workmanlike manner. He then delivered an address, in which he declared the object of the University in erecting this proposed costly edifice to be, to afford greater facilities for the study of natural science and the practical arts, and declared it was their intention eventually to confer degrees upon the proficient in these studies. He concluded his address with an eloquent appeal to the friends of the University and of learning to give their endowments to this new enterprise, and announced that the Queen had signified to him her intention to defray the expense of procuring fine statues of distinguished men in natural science, to ornament the new building. The address was much applauded, and the services terminated with the singing of the National Anthem. Thus it will be seen that Oxford is now making a noble effort to do what our University at Cambridge, by the benefaction of Hon. Abbott Lawrence, was enabled some years since to accomplish: to engraft upon the old system of collegiate study a scientific and practical course.

There is much to interest one in the different colleges at Oxford, in their libraries, galleries of paintings, museums, and beautiful walks and enclosures. The courtesy and attention shown by the officers to stranger visitors are admirable; and I shall always remember with pleasure the three days spent at Oxford.

G. W. W.

METHOD OF STUDYING GREEK.

[From the dissertation of the celebrated Wythenbach, Professor of Greek at Leyden, printed in the preface to his *Selections from Greek Historians*.]

I MUST now say something of the *preparation* of your exercises; in which, if your lexicons lead you into any mistakes, I shall correct them in your recitations. Now at my lectures, you will not be silent hearers only; but you will be called upon to interpret passages of an author, and to answer such questions as I shall put to you. No one of you will fail to do this, who is desirous of making a proficiency in his studies; and of that, you will be desirous. In this way we shall reap the benefit of the Socratic method of instruction; while I shall, at the same time, discover the genius of each one of you, and be enabled to

accommodate myself to it. I shall draw out from you all your opinions, both true and false ; the former I shall confirm, and the latter will be eradicated. Every day's task will be first gone over by the elder pupils ; on the succeeding day, the younger ones will repeat it ; and by this method we shall obtain such a familiar acquaintance with an author, that there will be no need of further repetition, but all the pupils will be able to interpret an author together. This is *your* duty. As for *mine*, it consists of so many particulars, that it would be endless to enumerate them ; for it comprehends every thing which appertains to accurate interpretation ; and as you will learn them all by actual experience, it is unnecessary, and might appear ostentatious in me, to dwell upon them in this place. To sum up the whole in a few words ;—it is my endeavor to unite the useful with the agreeable, and in explaining authors, to imbue your minds with a just sense of their real beauties, and by the very pleasure of these exercises, to lead you up to the principles of the language and composition of the Greeks, as they are to be traced either in single words by means of etymologies and analogies, or as they are settled by usage in the construction of sentences.

After this part of your duty comes the task of *repetition* or *reviewing* your studies. This is twofold ; first, on the part of the master (which it is unnecessary here to explain) ; and secondly, on the part of the scholar. *This latter is to be continually practised at home, and HAS AN INCREDIBLE EFFECT IN ASSISTING YOUR PROGRESS ; but it must be a REAL and THOROUGH review ; that is, it must be AGAIN and AGAIN repeated. What I choose is this ; that every day the task of the preceding day should be reviewed ; at the end of every week, the task of the week ; at the end of every month, the studies of the month ; in addition to which, this whole course should be gone over again during the vacations :* for the review which is thus made in the vacations, being done more deliberately, is of the utmost efficacy in making you thorough scholars, and affords, besides, the greatest satisfaction by making you sensible of your own proficiency, and inciting you to persevere in your studies. For this reason, I have ever been struck with the good sense of our ancestors (among other things) in appointing vacations ; which were intended by them to give opportunity to the professor for recreation of body and mind, and to the pupils for reviewing their studies. Therefore, my estimable young friends, employ yourselves in the exercise of reviewing, and thus carry into effect the intentions of your wise ancestors. Having, then, during the vacation, gone over the whole of your preceding studies, you will anticipate and be prepared to meet those of the succeeding year ; such of you, I mean, as shall again return

to your studies in Greek literature. Nor will those of you, who may leave me and return home, wholly neglect in private the pursuit of this or any other part of learning, and thus consign to oblivion all your acquisitions. On the contrary, you will not fail to devote one hour, or part of an hour at least, every day, to these studies, on the same plan which you have followed under me ; *for there is no business of life, no avocation whatever, which will not permit a man, WHO HAS AN INCLINATION, to give a little time every day to the studies of his youth.* And in case you faithfully keep up this practice of reviewing your Greek studies, I shall, in truth, be the most empty of all boasters, if you do not in a short time acquire such a familiarity with the language, that you will be able to read Greek with just the same facility as Latin authors, or even the writers in any modern language with which you are acquainted. I can truly say, that if I have made any progress myself in Greek learning, I owe it to this practice of reviewing.

It will not be out of place here, to give you some account of my own studies ; for perhaps you may be incited by my example. When I was in my eighteenth year, I had learned about as much Greek as you generally know after being with me four months. I diligently attended the professors, both in literature, and in the more profound parts of knowledge, as we are accustomed to speak ; but all, with very little advantage. I appeared indeed to others to have made some progress, but I did not feel sensible of it myself ; I repented of my labor, and looked around for room to take a higher flight. I returned to my studies, and determined to go over them again under the guidance of my own feelings. I did so ; and indeed advanced in this way somewhat farther than I had done during the period of my attending the professors ; but still I accomplished nothing in comparison with my expectations, and I gave up the whole in disgust. I then went from one study to another, but they were all alike repulsive and irksome ; and yet, like one whose appetite is disordered, I was constantly seeking for some intellectual nutriment. I at length recollected the pleasure which I took, when a boy, in the study of Greek, and I began to look round for some book that I had formerly read. I took down from my shelves the little work of Plutarch on the Education of Children, and read it once. I then went through it a second time. This was truly a task, and was far from affording me any pleasure. From Plutarch I betook myself to Herodian, which gave me rather more pleasure, but still did not satisfy me. Then, as by chance, I met with a copy of Ernesti's edition of the Memorabilia of Xenophon, an author whom I had as yet known merely by name ; and I was wonderfully captivated with the indescribable suavity of that author ; and yet I was not so

fully sensible of his excellence at this time, as I was afterwards. In reading and studying this work, I made it a rule never to begin a section without re-perusing the preceding one; nor a chapter nor book, without going over the preceding chapter and book a second time; and finally, after having finished the work in that manner, I again read the whole in course. This was a labor of almost three months; but such constant repetition proved most beneficial to me. The effect of repetition seemed to be, that when I proceeded from a section or chapter, which I had read twice, to a new one, I acquired an impulse which bore me along through all opposing obstacles; like a vessel, (to use Cicero's comparison in a similar case,) which having once received an impulse from the oar, continues on her course even after the mariners have suspended their exertions to propel her.

I have therefore constantly adhered to this practice of repeating or reviewing. After having thus acquired some knowledge of the Greek language, and by means of Ernesti's short notes become acquainted in some measure with the principles of interpretation as well as with books, I resolved to devote myself to Greek literature; and from that time I commenced the reading of the Greek authors. I began with Homer's *Iliad*, of which, while a boy, I had read about a hundred lines in the first book. I read it at this time in the same manner as I had done Xenophon's *Memorabilia*,—that is, continually repeating each portion that I studied; and I finished the whole in two months. I regretted that I had used Schrevelius; for by following him, I was led into very many errors, to correct which afterwards cost me much time and labor. Oh! that I had then known and enjoyed the benefit of being directed by the light of the Hemsterhusian method, which is now enjoyed in the schools of Holland and is accessible to you; and so much the more sure you may now be of making a proficiency in your studies, as your advantages are greater than mine were in my youth. But to return.

I proceeded with Homer, rather because it was necessary than because I found it agreeable; for I was not yet sensible of the powers of that divine poet. I have known other young persons experience the same thing; the cause of which I afterwards understood, but it would be tiresome here to explain it at large. I therefore took up Xenophon in conjunction with Homer, and gave the greatest portion of my time to his works, which I almost devoured; so easy were they to me, that I was rarely obliged to use a lexicon, for every thing was intelligible from the connexion of the sentence. I had, moreover, a Latin translation, which was of use to me at my age, but never is to boys at school. I thus went through all the works of Xenophon (except the *Memorabilia*) four times in four months. I now

began to think there was no author that would not be easy to me; and I took up Demosthenes. I had an edition with the Greek text only, accompanied with the Greek notes of Wolfius. Alas! darkness itself! But I had learned not to be deterred on the first approach, and I persevered. I found greater difficulties than ever, both in the words and in the extent of the orator's propositions; but, at last, after much labor, I reached the end of the first Olynthiac. I then read it a second and third time, when every thing appeared clear, but still I found nothing of those powers of eloquence of which we hear so much. I doubted at this time whether I should venture upon another of his orations, or should review again the one which I had just read; I decided however to review it; and (how wonderful are the effects of this practice, which can never be sufficiently recommended!) as I read, a new and unknown feeling took possession of my mind. Hitherto in reading the Greek authors, I had experienced only that pleasure which arose from understanding their meaning and the subjects discussed by them, and from observing my own proficiency. But in reading Demosthenes, an unusual and more than human emotion pervaded my mind, and grew stronger upon every successive perusal. I could now see the orator at one time all ardor; at another, in anguish; and at another, borne away by an impulse which nothing could resist. As I proceed, the same ardor begins to be kindled within myself, and I am carried away by the same impulse: I feel a greater elevation of soul, and am no longer the same man. I fancy that I am Demosthenes himself standing before the assembly, delivering this oration, and exhorting the Athenians to emulate the bravery and the glory of their ancestors; and now, I can no longer read the oration silently, as at first, but aloud; to which I am insensibly impelled, by the strength and fervor of the sentiments, as well as by the power of oratorical harmony.

Pursuing this method, I read almost all the orations of Demosthenes in the course of three months; and by this means being the better qualified to understand the Grecian writers, I was more than ever delighted with Homer, and soon finished reading him; after which I employed myself more advantageously upon other authors. The next I began was Plato, with whose works I am persuaded I never should have been so much captivated, if I had not brought to them an ardor, which was ever the more ready to kindle in consequence of the excitement produced by the study of Demosthenes. There is, indeed, in Plato an exuberance and force of genius, tempered with a certain sedateness, yet diversified as well as inexhaustible, which cannot fail to soften and move the most inflexible reader. In Xenophon, it is true, we see a perfect and highly wrought pic-

ture of Socrates; yet it is but a picture. But in Plato we see Socrates himself in every thing except his material form; he lives, breathes, speaks and acts; and invites the reader to participate with him in all he does. I should add, that I was wonderfully aided in understanding him by Ruhnken's observations on Timæus's lexicon, from which I derived all that light which enabled me to perceive the powerful influence of Plato's genius throughout the world of letters. After this I proceeded to all the other classic authors of the first rank, and the philosophers and sophists of the later periods; not omitting even those of the fathers, whose writings were connected with ancient learning. This whole course of reading, from the time I began Xenophon's Memorabilia, was accomplished in four years; and I gave an account of it in a letter to Ruhnken, informing him that he had, though without knowing me, been a guide to me in a most efficacious and sure method of study.

ANOTHER VICTIM.

On the second day of November, 1853, William H. G. Butler fell a victim to Southern chivalry while in the discharge of the duties of his profession. With the details of this affair our readers are already familiar. We have now to record the similar fate of a teacher in Mississippi. This shocking affair occurred in Pontotoc, June 11th, and is described by a correspondent of the N. Y. Evening Post, as follows:—

Professor C. S. Brown, assisted by Rev. M. B. Feemster as associate principal, has for several months had charge of the "Pontotoc Male Academy," and having occasion a few days prior to this fatal event, to discipline, for some misdemeanor, one Cary Wray, a lad of about twelve years of age, inflicted upon him a moderate chastisement. This merited correction called forth a very insolent remark from John, an elder brother, who twice declared to Professor Brown that if he whipped his brother again there would be a *fuss*. This occurring some time in the latter part of the week, no particular notice was taken of it till the school re-assembled on Monday morning, when the sentence of expulsion was pronounced upon him by Mr. Feemster, to whose department he belonged.

The expelled student soon communicated what had happened to his friends at home. What plans were discussed, or what advice given, in the councils of his friends, we know not, but from what quickly followed it is not difficult to conjecture.

Keith Wray, a young man about eighteen years of age, engaged in the study of medicine in one of the medical firms

of this place, entered the office of his preceptors between ten and eleven o'clock, A. M., and in a fit of great excitement asked for pistols. To the inquiry what he wanted of them, he replied, "Give them to me, and you will soon see;" using Brown's name in connection. Failing for some reason to obtain weapons here, he next went to the printing office, where he found three or four of his more intimate associates, from whom he procured a bowie-knife, nine and a half inches in the blade, and a six-barrel pistol, which was then carefully charged for the occasion.

With these weapons of death concealed upon his person, this son of "Southern chivalry," with the pacific advice "to keep the law on his side," set out upon his mission of peace to seek satisfaction at the hands of Brown. Repairing to the academy about twenty minutes before noon, he addressed himself to Mr. Feemster, with the request to tell Prof. B., who occupied an adjoining room, to come out doors, as he wished to settle the difficulty between him and his brother. Mr. F. replied that Brown was busily engaged hearing recitation—besides, the call to settle difficulties appeared to him quite unreasonable. Wray, with some warmth, repeated his demand, saying that he desired "to see him and settle the difficulty now."

Mr. F. observing the state of excitement under which he was laboring, and fearing that he might act rashly, advised him "to go away, become cool, let Reason resume her sway, that you may be able to act like a man." To this salutary advice he warmly replied, "Tell Brown I will see him on his way home and settle the matter with him then." After the close of the school, Wray's request was communicated to Prof. B., and after a short consultation between the teachers, as to the probable design of the young man, they, conscious of having done nothing but their duty, came to the conclusion that no apprehension need be felt, and impressed with this conviction, separated for their respective homes, each taking his own road, leading in different directions.

Professor Brown had not proceeded more than three hundred yards from the academy, about half way across the public park, when he was met by Wray, who had stationed himself in partial concealment by the wayside, and rudely addressed him in the following manner; "You have been imposing on my brother." To which Brown, with great mildness, in substance replied, that in what had been done he had acted in the conscientious and fearless discharge of his duty, and for the justice of his conduct he was "willing to leave it to any reasonable man in town. I will explain the matter to you," said he.

But before time was given for explanation, Wray, regardless

of the advice of his friends to "keep the law on his side," and thirsting for the blood of his victim, angrily uttered the still more insulting words, "you are a d—n dog," and instantly aimed a blow with his fist at the face of Brown, who, with the instruments of death now for the first time revealed to view, saw that his days were numbered, unless by superior strength and activity he could by a single blow strike his antagonist to the earth. Drawing his only weapon of defence, a little riding whip which by chance he had in his pocket, he entered the fearful struggle between life and death.

But alas! how short the conflict! how tragic the result! In an instant the glittering blade flashed in the meridian sun, and soon the ill-fated Brown staggered, and reeled, and fell to the earth a lifeless corpse, pierced with seven horrid wounds.

The above is a summary of the testimony as given by the witnesses of this mournful tragedy. Never was there a deeper feeling of indignation pervading any community than has been awakened here by this melancholy event. The loss of such a man, under such circumstances, and in a community, too, enjoying a high character for sobriety, order and refinement, has produced the most profound sensation. The affair has undergone a thorough investigation in the magistrates' court, and the youth been committed to prison, notwithstanding the vigorous efforts of his friends to forestall justice by promptly securing all the legal counsel the place affords.

Space will not allow me at this time to speak but briefly of the character and many virtues of the deceased. Suffice it to say, that Professor Brown was a native of New Hampshire—a graduate of Dartmouth College—a ripe scholar, a high-toned gentleman and a devoted Christian. In classical and metaphysical attainments he had very few, if any, superiors in this country. In the cause of education he was quite an enthusiast, and had devoted something over twenty years of his life in the business of teaching.

HIGH SCHOOL IN WAYLAND, MASSACHUSETTS.

WE recently enjoyed the pleasure of a visit to the High School which has been established in the town of Wayland. A brief history of this school will be of service to many of the towns in this State, if they are disposed to profit by an example of enterprise and liberality. The population of Wayland is about one thousand. The pursuits of the people are chiefly agricultural. The amount of wealth is small, even when compared with other towns of the same size. The total valuation

of the town in 1850 was \$479,000. The territory is unfavorably situated for the accommodation of the inhabitants in one central High School. The extreme length of the town is not less than six or seven miles, while the average breadth is not more than two, or at most not more than two and a half miles. It will be observed that the *law* does not oblige the people of Wayland to establish a High School. At the regular town meeting in the spring of 1854, the subject of abolishing the district system and of grading the schools was submitted to the people. This measure would, of course, involve the establishment of a High School. The proposition was carried, though not without the vigorous opposition which usually attends the adoption of any new measures in the cause of education. At a subsequent meeting an attempt was made to reconsider the vote of the previous meeting, but without success. A committee was appointed with almost unlimited powers to build a school-house for the accommodation of the High School. This committee took liberal views of the work which was assigned to them. They had regard, not merely to the present, but to the future wants of the town; they took into consideration, not merely what "*would do*," but acted with reference to the demands of a truly higher education. One of the pleasantest spots in the village was selected, and on it was erected, after careful deliberation, a school-house, at an expense of not less than \$6000; of a style of external architecture which renders it an ornament to the town, and with internal accommodations which will compare favorably with those of any other High School-house in the State. As might have been expected, this policy adopted by the building committee exposed them to the severe censure of those who had opposed the establishment of the school. The organization of the school, however, was completed in accordance with these generous and enlightened views, and it went into practical operation in the early part of December last, under the care of Erastus N. Fay, Esq., a recent graduate of Dartmouth College. We have deemed these statements of sufficient importance to occupy a place in our pages, knowing, as we do, that a very different course has been pursued in many towns in the State, and with entirely unsatisfactory results. When a High School is first established, in many places it is not unfrequently the case that the "town hall" is appropriated to it, or it may be that a private room is at first leased for its accommodation, and the experiment begins under circumstances which can present no hope of its ultimate success. We are quite conscious that something more than a good school-house is requisite to make a good school. We have seen excellent discipline and culture within walls in no way favorable for securing these results; and we have

seen listlessness, indifference, and confusion, where all around seemed calculated to inspire and elevate the youthful mind. There may be found, we doubt not, within many a mud-walled cottage, more of order, cleanliness, and true Christian civilization, than can be seen in many a mansion whose exterior seems to promise the highest degree of refinement, and where there ought to exist the highest degree of virtue. It would, however, be poor logic to infer from these facts that it is at all a matter of indifference whether a school-house be well or ill suited to the purposes to which it is devoted. It is of the highest importance, in order that a school may be successful, that it be properly accommodated. How often is the discipline of the school complained of, when, if effects were carefully traced to their causes, it would be found that the school-house was the source of all the trouble. How often is the teacher required to enforce the observance of order and of moral law, in violation of some of the fundamental laws of our physical natures.

The people of Wayland, in making liberal provisions at the outset for the comfortable accommodation of their children at school, have acted economically and wisely. Can any doubt that in ten years, if the High School be carried on in the spirit in which it has been begun, the town will be far richer than if it had never been established? It should not, however, be forgotten that a most important work remains yet to be accomplished. It is not difficult in the first gust of enthusiasm which attends any important movement in a country town, to receive a high degree of success; but it often happens, after the novelty and excitement have passed, that no interest can be aroused, and that which was commenced with energy is continued only with indifference, and finally ends with disappointment, and it may be even with disgrace. It remains to be seen whether the people of Wayland will go on with what they have so nobly begun; whether the adjoining towns, incited by their example, shall be encouraged to do likewise; or whether the failure of their experiment shall prove a warning to their less enterprising neighbors. The friends of education in Wayland should remember that the time of sternest trial is yet to come. A few years of persevering effort will place their school beyond the reach of opposition, and render it a blessing and an ornament to the community.

We cannot but notice briefly, in this connection, another important means of education enjoyed by the inhabitants of Wayland. A few years since, Dr. Wayland, president of Brown University, offered to the town five hundred dollars for the establishment of a town library, on condition that an equal sum should be raised by the inhabitants of the town. The donation was gratefully accepted, and the result has been that the

largest and best selected town library which we have ever seen is placed at their disposal. This library has been most admirably managed, and has a very extensive circulation among the people. We hope that the High School and the library will never lose their hold upon the affections or pockets of the people.

THE CLAIMS OF CLASSICAL CULTURE *upon the attention of American Teachers and American Schools. A Lecture delivered before the American Institute of Instruction, at Providence, R. I., Aug. 9th, 1854. By Elbridge Smith, A. M., Master of the High School, Cambridge, Mass. Cambridge: Thurston & Torry. 1855.*

THE title of the lecture noticed above, does not give a clear idea of the author's subject, or, rather, of his manner of treating it. While he uses the general term *classical culture*, his chief aim is to present the claims of the *English* classics upon the attention of American teachers and American schools. The subject thus viewed is comparatively new. At the eighth annual meeting of the Mass. Teachers' Association, held at New Bedford, Nov., 1852, a very able and interesting lecture was given by Prof. Felton, of Harvard University, on "The English Language, as a Branch of Study in our Common Schools." More recently still, Mr. Smith, of the Cambridge High School, has presented the same subject in a highly acceptable manner, before several of the county associations in the State: and in the lecture we are noticing, he has treated the subject so ably and with such fulness and clearness of illustration, that, on one side at least, he has left nothing to be said.

It is not our design to enter into a criticism, or give an analysis of the lecture. No analysis for which we have either time or space, would do justice to the author, or answer the purpose for which the lecture was intended. Our object simply is to acquaint the readers of the "Teacher" with the fact of its publication, that those who had the pleasure of hearing it may have the double pleasure of studying it at their leisure; and that all teachers may be informed where they can find the claims of the English classics discussed with marked ability by one of the most accomplished and successful teachers of the State.

We have said that the subject is comparatively new; but it is not to be inferred that it is, therefore, a crude, unpractised theory. When, in 1852, Prof. Felton gave the lecture to which we have already alluded, he pointed with pride to the Cambridge High School, where his views had been in successful operation for a considerable length of time. So far as we know,

Mr. Smith's school was the first to embrace in its curriculum, a thorough and systematic study of the best authors in our language.

In the Cambridge School Report for 1854, we find the following works and authors laid down in the course of study for the High School. Scott's Poetical Works, Longfellow's Evangeline, Campbell's Pleasures of Hope, Goldsmith's Traveller and Deserted Village, Milton, Everett's Orations, Webster and Hayne. These works are not merely read over hastily and without care, but, we have reason to believe, are thoroughly *studied* and thoroughly *taught*. Every pupil is required to learn a minute and correct analysis of the poem or work in hand. All the allusions, historical, classical, and geographical, must be carefully looked up; every peculiarity of expression is discussed, and the attention of the pupil directed to all the beauties and niceties of the language. It needs no argument, we think, to prove that such a course of study and instruction must be of immense advantage to the child. When we think of the opportunities which we enjoyed, or rather did not enjoy, of acquiring a knowledge of the English language, we look with feelings of envy, we fear, upon those so much more highly blessed. And if one thing more than another makes us sigh for the return of our school-boy days, it is that we might receive the benefit of just such a course of reading as that now pursued in the Cambridge High School.

But this training Mr. Smith would not confine to the higher schools alone. "The range of classical reading in our own vernacular is sufficiently extended to meet the wants of all grades of our public schools. No child can be found in an American school-room so young as to be beneath the influence which may be derived from some of the great masters of language and thought. The child who is taught, and taught rightly, a hymn of Mrs. Barbauld or Dr. Watts, becomes as really a classical scholar, as he who has studied all the literature which was produced in the city of Minerva."

Whether classical culture can be carried to this extent, we are not yet prepared to give a decided opinion. It is certain, however, that, so far as the experiment has been tried, it has met with entire success. The subject is well worthy the attention of teachers; and we commend to their consideration the able exposition of it by Mr. Smith, whose lecture we regard as one of the best ever delivered before the American Institute of Instruction.

M.

BERKSHIRE COUNTY TEACHERS' ASSOCIATION.

A report of the last meeting of this Association will appear in our next number.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston.* } RESIDENT EDITORS. { ELBRIDGE SMITH, *Cambridge.*
C. J. CAPEN, ... *Dedham.* } { H. S. STEARNS, .. *Framingham.*

THE AMERICAN INSTITUTE OF INSTRUCTION.

THE 26th Annual Meeting of the American Institute of Instruction, will be held in Bath, Me., on the 21st, 22d, and 23d days of August. Lectures will be delivered by Professor Taylor Lewis, LL. D., of Union College, Schenectady, Rev. G. Reynolds, of West Roxbury, Mass., Rev. F. D. Huntington, of Boston, Prof. B. F. Tweed, of Tufts College, Somerville, Mass., Prof. J. G. Hoyt, of Exeter, N. H.

Discussions will be held on the following questions:—

1. Ought the State to furnish its Citizens with Free Collegiate Education?
2. The Relative Importance of Classical and Scientific Studies in the American System of Education.

An able Reporter has been engaged, and a full account of the meeting may be expected in the October number of the "Teacher."

LITERARY INTELLIGENCE.

WE seem just at this time to be reaping an abundant harvest of Geographies. In no one department of common school instruction has the deficiency of suitable text-books been greater than in geography. But within a few months, several new ones have made their appearance, and we notice announcements of others which may soon be expected. We have received specimen sheets of the following:

"A New Series of School Geographies, published by J. H. Colton & Co., N. Y." This Series comprises the following parts:

- 1st. "Colton and Fitch's Primary Geography—A Treatise for the Younger Class of Scholars."
- 2d. "The Common School Geography."
- 3d. "The American School Geography."

We notice in the cartography of these works a decided improvement. There is no department in which we are more deficient than in the execution of maps. We ought to be willing to put up with many deficiencies in other respects, provided we can have *really good maps*.

The publishers of the above volumes also announce "Outlines of Physical Geography, by George W. Fitch, Esq. Illustrated by six maps and numerous engravings."

Hickling, Swan & Brown, of Boston, will shortly publish

a work on Physical and Political Geography, by Cornelius S. Cartee, Esq., of Charlestown.

Cowperthwait, Desilver & Co., of Philadelphia, have also in press a text-book on Physical Geography. We should also mention that the Appletons of New York have also in course of publication another series of Geographies by Miss S. S. Cornell. Of this series two numbers have appeared.

Lastly, Phillips & Sampson, of Boston, have published "My First Geography for Children; by Mrs. Harriet Beecher Stowe." This is also the first of a series, and is every way worthy of the attention of teachers.

Mr. A. R. Dunton has prepared a set of copies, consisting of sixty-four numbers, with the view of making his system more complete.

Mr. Dunton's system is becoming daily more popular with teachers in and near Boston, and we hope soon to see it generally introduced. It is recommended by the Principals of the Boston Latin and English High Schools, *and by all who have used it.*

ROXBURY SCHOOLS.

WE have received the printed report of the School Committee of the city of Roxbury, together with the general report submitted by the chairman of the Committee, Hon. Bradford K. Pierce. Mr. Pierce, in the course of his report, alludes to the fact that during the past year the system of public education in Roxbury has been completed by the establishment of a High School for girls, which is now in a state of successful experiment. The increase in the annual school expense of the city has been very slight, notwithstanding the addition of this provision for the highest culture of female youth, the superintendency of the grammar schools for girls having been placed in the hands of ladies, and the expense thus decreased to an amount nearly equivalent to the sum required for the High School for girls. The report says that the new lady principals "have succeeded admirably in their responsible positions. The plan is considered no longer an experiment, but a well-established policy; and, while it has the recommendation of economy, it offers a higher recompense and a worthier field of development for the sex than she has been accustomed to receive." During the past year, a grammar school for girls, upon Gore avenue, and two primary buildings, each containing four schools, have been added to the public property of the city.

The report states that it is desirable to raise, as soon as practicable, the standard of the grammar schools of the city. The higher the standard of graduation there, the greater will be

the benefit that the pupil will receive from his High School training. It also speaks of the importance of employing a general superintendent of schools, appointed from within or without the School Committee, and states that it may be advisable for the School Committee to take measures at an early day for bringing before the City Council the question of constituting the Mayor of the city *ex-officio* chairman of that body.

The Latin and English High Schools maintain the high position which they have always held among schools of corresponding rank and character in the community. All the youth of the city, of suitable qualifications, have free access to them, the city paying annually such an amount as may be required, above the income of the fund, to meet the current expenses. About two thousand and six hundred scholars attended the free public schools of Roxbury during the three months ending the 25th of May last.—*Boston Journal*.

THE NORMAL SCHOOL IN WESTFIELD.

FROM a catalogue of the State Normal School at Westfield, we learn that the number of students who have been instructed in that institution during the past year is one hundred and eighty-three, of whom forty-two were males, and one hundred and forty-one females. The number of graduates this year is thirty-six, one-third of whom are males. The Westfield school, it will be remembered, was opened at Westfield in 1844, and has since then been under the charge successively of Rev. Dr. Emerson Davis, of David S. Rowe, A. M., of Mr. John W. Dickinson, and of Mr. W. H. Wells, A. M. Mr. Wells is the present Principal, and under his superintendence it maintains a high character for thoroughness.—*Boston Journal*.

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ARITHMETIC AND ITS APPLICATIONS; *designed as a Text Book for Common Schools, High Schools and Academies.* By Dana P. Colburn, Principal of the Rhode Island State Normal School, Providence. Philadelphia: H. Cowperthwait & Co.

WE have been favored with an inspection in proof of some two hundred pages of this work, and we feel justified in asserting that for accuracy, clearness of expression, and copiousness and good arrangement of materials, it excels all arithmetical works that have been published. From what is well known of Mr. Colburn's enthusiasm in his favorite subject, his numerous friends expect from him a useful work, and they will not be disappointed. We hope to give it a more extended notice when it shall appear from the press.

MATHEMATICAL.

ERRATA. On page 220, line 11, after the word "any," the word "rational" should be inserted. The sentence would then read as follows:—"Now p may have any rational value," &c.

On page 222, line 10, read $\frac{2}{3}$, instead of $\frac{3}{4}$. Same page, line 31, read "numerator" instead of "number." In justice to the writers of the articles, we would say that these are not errors of the manuscript, and that they were corrected in proof by the Local Editors. Nor are we at all inclined to find fault with the proof-reader connected with the establishment of Messrs. Damrell & Moore, whose almost infallible accuracy and good judgment have been conspicuous upon the pages of this Journal for years, and in whose hands we have always deemed the "TEACHER" perfectly safe.

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays:

TO MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. The Relation of the Common School to the State.
2. School Supervision.
3. The Relation which the Common School sustains to the College and the University.

TO THE FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. Primary School Instruction, and the Methods of Teaching Young Children.
2. The True Mission of the Teacher.
3. The Objects of Common School Instruction.

The Essays must be forwarded to the Secretary, Charles J. Capen, Esq., Latin School, Boston, on or before the 21st of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, June 18th, 1855.

THE
MASSACHUSETTS TEACHER.

Vol. VIII, No. 9.] W. G. GOLDTHWAIT, EDITOR OF THIS NUMBER. [September, 1855.

AT WHAT AGE SHOULD CHILDREN ENTER
SCHOOL?

“Then infant reason grows apace, and calls
For the kind hand of an assiduous care.”—*Thomson.*

THE last number of the Teacher contained as its leading article an essay upon this subject: “At what age should a boy enter college?” The question was well answered by one very capable of judging. A more important question is this: At what age should children enter school?

This question is more important than the one alluded to, because the mass of school-goers is immensely larger than the number of those who ever enter the walks of college life. Many considerations urged in that excellent reply, may be adduced with equal weight in the settlement of this question. This matter also concerns teachers, for the whole after progress of the pupil, for which our profession seems to be held responsible, may depend upon the manner of beginning. And then with regard to any particular teacher, it is a matter of no small importance with him in estimating the probable results of his labor, whether he shall scatter and dissipate his influence upon all in the village, from the cradle to early manhood, or confine his ministrations to those who are appropriate to his labors and ready for the seal. It therefore intimately concerns teachers, and is appropriate to this magazine. It should be borne in mind also that teachers can exert great influence with parents, and aid much in bringing about a reform, if desirable.

At what age, then, should children enter school? We reply, at a much later age than our laws seem to contemplate and is now common in New England. Most children become amenable to teachers at the age of four or five, and our yearly returns mention a large number even younger than four. Exactly

where the gradation finds its lowest step, we are ignorant; but evidently the neighboring realms of the nurse and the teacher somewhat over-lap each other, like adjacent colors in the solar spectrum. Contrary to the axioms of philosophy, the cradle and the desk occupy the same space at the same time. The period of school-going closes perhaps, as a general estimate, at fifteen or sixteen; it may be earlier or later, that will not affect the question. Our object of course is to accomplish a certain result previous to that time; so much discipline is to be secured, so much knowledge acquired, and in one way and another, so much progress made. Now it seems to us a grave inquiry, whether, if pupils were to date their acquaintance with books a little farther from the cradle, they would not in the end know more; if they commenced later, would they not travel farther? It is said of some of the Spanish libraries, that if they were diminished in bulk, they would be increased in value. Might not as much be said of the (early) period of school-going?

It is very true that the common opinion and practice are in favor of early school-going. But most of this springs, we fancy, from the erroneous idea that education is derived only from books, and that the child never begins to *learn* till he has dabbled in the phonography of the English tongue and learned to spell "baker." Whereas education is really manifold in its departments, and is derived from almost numberless sources. It refers to all the intellectual faculties, to the moral feelings, to the body. It embraces the manners, as well as the mind; it trains the eye and hand, as well as the heart. It is derived from the silent influence of friends and associates, from experience, from observation, from conversation, as well as from books and the school-room, and we may add, vastly more. The "literary games," as the Roman denominated schools, perform but an insignificant part in the acquisitions of early life.

Now whatsoever of heresy there may be in this article, lies in this, that we advise to less haste in wedding the child unto letters. Let us not crowd the columns of orthography and the Numeration Table into the preface of life. Young childhood asks for different food, has other things to do. The body is to grow; "the first duty of every child is to grow;" the windows of the senses are to be opened to whatever is beautiful and good; the perceptions and tastes are to be rendered delicate or maintained so; and above and beyond all, the moral and religious feelings are to be cultivated. The harp-strings of life are, it is to be hoped, strung in beautiful harmony. Let us endeavor to keep them so, at least through the period of infancy; let us throw across them, as it were, the stalks of flowers, and awake them in unison with the songs of birds, and make them pour forth the

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“songs of the affections,” and be not so very particular and orthodox to teach them, as the first lesson of early life, exactly how many days’ travel it is from *a* to *ampersand*.

We who are older have passed through this probation ; and we have no complaint to make ; we thank those who went before us for their efforts to save us ; they pounded hard upon our excrescences to get us into shape, and such painful effort in our behalf demands at least an acknowledgment. But for all young children who have just flown in at the eastern windows of being, we earnestly hope and pray that nature and providence may be permitted to write at least the title-page of life clean and white, without a thrusting in of the Arabic figures and the alphabet.

If it be asked at what age the child may enter the school-room, we reply that no precise age can be assigned ; it may vary in different cases. But if we now admit at four or five, we have no doubt that eight or ten would be far preferable, while perhaps some intermediate age, as seven or eight, would for most be better than either.

Again, if it be asked what advantages would result from the change, we reply, in the first place and what is of least importance, the *cost and trouble* now incurred by sending such pupils to school would of course be diminished. And even if an equal number of schools must be maintained, and teachers employed, what is now spent on a larger number of pupils would be concentrated on fewer, and consequently, as we may suppose, would be productive of greater results. Again, there would be less exposure of *health*. Confining infancy during the inflexible six hours a day in what one without extravagant hyperbole calls the “mephitic dens” of the school-room, cannot be the very best way to lay the foundation of perfect health. There has been great improvement in ventilation and cleanliness, it is true ; but Massachusetts has yet school-rooms enough that set at defiance all sanitary rules. And even under the most favorable circumstances of the modern schools, any attempt to transfer the tutelage of these early years from the mother to a stranger, and establish for hours over the buoyancy and exuberance of infancy the necessary order and quiet of the school-room, whether on slab seats or in patent chairs, would seem unnatural, if not unhealthful ; and we believe nothing would justify it, in the estimation of community, but iron custom and the feeling that the child must at all hazard be *educated*. Are not young children best off at home ?

There would also be less exposure of *morals*. Schools are too often schools of vice. Vice is contagious. It is sadly true of many a school-room, that what one relative of Cain knows of crime and lust, all know. Signs and terms that would be an

insult to virtue soon form "the circulating medium." The instructor does not give all the instruction in that room, or a tithe of it. Such knowledge, like air and the liquids, always tends to an equilibrium in the dense population of such a realm. And strange as it may seem, virtuous sentiments are not half so successful in maintaining their ground; vice has the advantage of being perfectly indigenous to the soil.

The good reader will pardon us for saying that the burden and curse of the original sin are heavy enough, without having our infancy systematically inducted into crime! How many a parent knows all this; but he supposes that from the foul contact there is no escape, "for then ye must needs go out of the world;" sooner or later the wave of corruption must be met; and so from a feeling of necessity, and hoping that his child will form a favorable exception, he plunges him into the revolting baptism. We know the objector will say: The associations are to be made; the risk is to be run at a later period, if not now. We simply reply: The later the better.

Again, we believe that pupils would *learn with more rapidity*, coming later to books; so that what had been lost in time, would be more than made up in speed. This is of course incapable of exact proof, for the lines of latitude here in Massachusetts pass over but few pupils with whom we could experiment; almost all have been sent early to school, except some stubborn cases that are too hard for the file. But in our experience in teaching on other parts of the map of the United States, we often had pupils who had reached the age of twelve or fifteen and had not enjoyed the aid of schools. They had the art of reading, and some rudiments of the elementary branches, won from ignorance under the parental roof; but according to our standards, they were exceedingly backward. But when once enlisted in the career of knowledge, they made more rapid progress than New England pupils under our care often have. They felt the importance of learning; they were mature, and as one could not but predict, they made most rapid learners. And we may add: they had not to unlearn so much that had been learned wrong. Knowledge had with them the freshness of the first taste.

Not so in our later experience; in our attempts to make pupils learn thoroughly, and learn the reason of what they might acquire, (difficult task!) we have often thought that if they could have entered the school-room at a much later period, with only a knowledge of reading and a few of the rudiments, and then learned a few things, and learned them absolutely well, and in the exercise of the thinking powers, it would be far better for the succeeding years. At least, constant travel would not have rendered the ground familiar and disgusting.

Fewer pupils at fifteen would regard themselves as educated, when they are only inflated. If they could have climbed its columns of Addition and the ground rules, and obtained even one *clear* view of the adjacent country, how much better than to travel all the way from Numeration to the end of the Roots in a mist, as too many do. If such uncertain pupils ever know anything as they ought, they must travel this ground all over again; and herein lies the hardest labor of all succeeding teachers. Pray let us inquire how great would have been the loss in such cases, if, with the exception of the rudiments spoken of (which ought to be acquired at home,) the early drill and routine and *rote* had been consigned to utter annihilation. Whether or not other teachers have had similar thoughts, we are ignorant. We "speak to wise men; judge ye."

Again we say what has been already implied, that early confinement in the school-room often creates a disgust at everything bookish, for which no equal advantage is gained. It is but a little while since we were young, though now and then a silver hair reminds us already that the morning is waxing towards the meridian of life. We knew those in our early days who marched obediently enough into the close air of the school-room and sat down upon the old oaken benches with backs perfectly aplumb or no backs at all, during the long days of childhood. Excepting a few moments each half day when they were called to the master's knee and took an observation on the hieroglyphics of the alphabet, they sat and silently *endured*. Their feet were suspended above the floor by the knee joints; like good Catholics they made the sign of the cross with their decent hands in the lap, and through it all simply *wondered why they must be held prisoners thus* during the weary summer days, when their fathers and elder brethren were in open meadow and field at large. The only answer to this question the sagacity of childhood could ever evolve was, that it was a part of the inflexible recipe for making adult wisdom. They submitted with a heroism worthy of older men. The extent of their rebellion, (excepting a few misdemeanors for which however they gave ample atonement according to rule,) was firmly resolving, that if ever through such probationary trial they attained to the blessedness of being full grown men, they would bid a welcome and final adieu to all teachers and books. And we have reason to suppose that most of them, in their persevering disgust of knowledge, have never suffered a relapse. Whether a different early training would have had a different sequel, we do not affirm. We only say again: we "speak to wise men; judge ye."

If it be asked now: shall the child have no instruction in books till the advanced age of eight or ten? We reply: He

would better have none, than adhere to the common mode. Better that young life should have no knowledge of letters, than confine children so young. But this is not necessary. Children often learn to read of their own accord. And then what parent is there so in bondage to the love of gain and work, as not to teach his child some of the rudiments of knowledge, of reading, and such few things as are proper to infancy? The parents are supposed to be the best friends; they ought, in all these respects at least, to be the best instructors of their child. We believe that in "the good time that is coming" much of the instruction that is now conveyed in the school-room, will be conveyed at home. We earnestly long to see the advent of that period. If, as it is sometimes said, the fathers and mothers generally are *unable* to teach their children, we are sorry for them; if they have allowed grammar and fractions and letters even to become entirely submerged in the Black Sea of care and work, there is something wrong in our modes of early instruction, and there is call for reform; or the primary ideas in community on the subject of education are wrong; for education, like religion, is certainly designed to be with our advancing years only more and more an ornament and support to us on "the march of life." What the parents have learned, then, in their early life, together with the rich fruits of their experience and observation, they ought to be able to communicate to their youthful charge. And we do not now think of a pleasanter sight in this world, or a better type of heaven, than a happy family circle habitually lighted and warmed by religion and knowledge, where "corner stones" are thus "polished after the similitude of a palace." We say, then, that children ought to acquire at least the rudiments at home. And if in any case they cannot, it is sad evidence against that home, and against the ingenuity and faithfulness of the parents.

We are aware that these views will not meet with general acceptance, for they are contrary to the received mode. But this ought never to be a source of alarm in this progressive world, where what is *known* to be true in one age or year, is often disavowed and taken back by the wisest men in the next. It is but a few years since the small number of those who contended for the abolition of slavery were considered to be deranged; now the derangement is alleged with regard to the still smaller number of those who do *not* contend for the same thing. So the lesson conveyed by the "Infant Schools" of twenty-five years ago upon the effect of early associated training, is most instructive. It seems to us quite possible, that even now in our ordinary instruction of young pupils and admitting them to the school-room, we may be too near the same extreme.

We are aware also that many objections will be made, and many will *know* that community is now sufficiently correct in theory and practice on this subject. Many disinterested mothers, for instance, will arise and say that they need the help of teachers to take care of their "olive plants;" it is a relief to have them in the school-room a portion of the day. We most respectfully suggest that if they really wish their children out of the way, there are some practices among the *unchristian* mothers of India and China, by which they are put out of the way altogether. We know that it will also be said, that if the "junior class" are not in school, they will be in worse employment and learn worse things abroad. We simply reply to that, that when we are thoroughly persuaded that fathers and mothers generally implore the help of teachers to keep their young America out of mischief and to govern him, we shall give up all idea of ever seeing the millennium, and sink down in despair.

But time nor the patience of our readers will permit us to prolong these remarks. We only add that these suggestions are the result of much experience in teaching. We claim the credit at least of honestly believing what we affirm. We know very well that there are obstacles in the way of a change. A precocious child is a source of no small credit to a household. And to gratify such a vanity, parents are willing to sacrifice more than hecatombs to early death. But it is not our duty to yield to such a demand; nay, more: it is wicked to do so. We say, then, to all teachers to whom these pages may come, that in introducing the young child to an atmosphere of letters, we should make no haste. Home, not school; growth, not learning in its usual sense, are appropriate to the dawn of life. We can never believe that the first six or eight degrees of the little "pilgrim's progress" above zero are by any associated and forced study to be enlisted in the work of mental discipline. Let us disabuse ourselves utterly and forever of the most insane impression, that a child is to spell "phthisic" and digest a pronoun at seven or eight, or be considered wanting in parts. Let us remember the proverb: More than a boy at twelve, less than a man at forty. In a word, here and elsewhere let us "make haste slowly."

And finally, may we all live to see the day when the now too laborious fields of instruction over which we must plod and sow the hopeful grain, shall be narrowed down to a smaller compass on the side towards infancy; and when parents shall divest themselves of that common but wicked idea, that all intellectual, and even moral and religious instruction, must be transferred to strangers and laid upon the shoulders of those who are willing to work for charity or pay.

IMPORTANT HINT TO PARENTS.—Few parents realize how much their children may be taught at home by devoting a few moments to their instruction every day. Let a parent make the experiment with his son of ten years old, for a single week, and only during the hours which are not spent at school. Let him make a companion of his child, converse with him familiarly, put to him questions, answer inquiries, communicate facts, the result of his reading or observation, awaken his curiosity, explain difficulties, the meaning of things, and all this in an easy playful manner, without seeming to impose a task, and he will himself be astonished at the progress which will be made.—*Lutheran Observer*.

THRENODY.

SUGGESTED BY THE DEATH OF AN INFANT DAUGHTER OF
MARTIN F. TUPPER.

It is an Early Hour
Sweete Childe to falle Asleepe !
Ere yet thy Bud had shewne its Flowre,
Or Morning-dews had ceased to showre ;
But in repose how deepe
Thou calmly liest on thy Infant-Bed.
Were all the Deade like Thee, how Lovely were the Deade !

Ere Day was well begun
In what briefe Span of Time
Thy Living Course and Worke were done !
Thou saw'st no Nighte, nor even Noone,
But only Morning's Prime.
Smiling thou Sleepest now, but hadst thou founde
A longer Life, Tears might those Smiles have drownde !

Thine was a blessed Flighte,
Ere Sorrow clouded, and ere Sin could slay ;
No wearie Course was thine, no arduous Fighte ;
And but an Houre on Earthe of Labour lighte,—
With Hire for all the Day !
Can aughte be *More* than This ?
Yes, Christian, Yes !
It is MUCH MORE TO LIVE,
And a Long Life to "the Goode Fighte" to give :
To "Keepe the Faithe," the appointed Race to run ;
And then to Win this Praise—SERVANTE OF GOD, WELL DONE.

London Art Journal.

R. T.

PHYSICAL EDUCATION.

[Will not the following do for this meridian? Our laws require us to teach our pupils the principles of physiology, life and health. Will a word of instruction be misplaced if addressed to us? The duty of *all* is, if God will, to live long, live happily, live well; this we cannot do if we are reckless of health. One especial duty of *teachers* is to avoid fretting and keep cheerful; this we can hardly do unless we are well; to maintain a cheerful heart and a sunny face with a disordered body, is at least a rare attainment. Hence the importance of attention to health. A large portion of our teachers are females; we ask *them* especially to "look on this picture."]

THE attainment of "a sound mind in a sound body" has very properly been said to be the end of all right education. The whole subject might perhaps be ranged under the three divisions: physical, mental and moral education. It is upon the first of these that a few hints will be offered in the present paper. If they shall prove neither new nor striking, perhaps they may be found, upon a little reflection, as important to be recollected and practised as if they were new; for our danger lies quite as much, probably, in neglecting old and generally acknowledged truths, as in failing to occupy the new territories of modern improvements.

And, firstly, let us glance at its bearings on the teacher himself, for if he be either too ignorant, too ambitious, or too reckless to take care of his own health, there is little hope that he will feel much concern for the health of his pupils.

And, here, there is scarcely need of *words* to enforce the importance of a careful attention to the laws of health. The bloodless cheek, the asthmatic cough, the shattered nerves, the stooping and attenuated form, speak volumes for themselves, and prove more plainly than any words could do, that the inevitable penalty is following hard upon the steps of transgression, and that the laws of our physical being have been broken. How many of our best teachers break down and are laid aside, just as their usefulness is generally felt and acknowledged. Is this great waste of life necessary and unavoidable? If the affirmative were evident, our lips should be silent, for if this be the only condition on which we can hope for good schools it would be a very plain case. It is evidently of far more consequence that the present generation should be thoroughly educated, than that a few hundred teachers should live in comfort, or even live much longer at all. But we suspect some huge sophism lies covered up at the bottom of all reasoning.

What greater misfortune can befall a school than to have a good teacher break down, just as he has cleared the ground of obstructions and prejudices, and acquired that personal

influence over his pupils which enables him to be really and eminently useful to them? Such influence can not be transmitted to his successor. It is the result of long-continued, persevering labor. The school passes into new hands like a mortgaged estate, on which nearly all the improvements must be sacrificed. There is thus a dead loss to the public: this influence being in a great measure the result of deserved confidence reposed by pupils in the teacher, and "confidence, we all know, is a plant of slow growth." It is not a transferable article, and must be acquired by the new teacher at as great a cost as by the old. The teacher, therefore, is bound to take care of his health, for the same reasons that the general should be careful of his person. It belongs to the public. He has taken upon himself obligations which can scarcely be faithfully performed with feeble health and a diseased body to drag him down. It is his *duty* to be healthy for the same reason that it is his duty to be cheerful, laborious, patient, and even-tempered; for without a miracle it is scarcely possible that all these excellent attributes and good dispositions can be coupled with shattered nerves, a diseased liver, or a broken constitution. Many an unlucky urchin has cause to rue the day on which his teacher is tortured with nervous headache or neuralgia, or choked by bronchitis, or suffocated by diseased lungs. It is expecting more than we shall find of Christian heroism, when we look for equanimity under such circumstances.

We shall seldom be disappointed in expecting to find human beings fretful and irritable when placed in circumstances of great bodily discomfort; and have long since learned to class the few exceptions among the ranks of heroes and martyrs. Health, then, is to the teacher as important, as patience, cheerfulness and good temper.

We propose to notice a few of the many ways in which the laws of health are most frequently violated by *teachers*. First, by *night studies*. Nature must have her proper amount of rest, or if defrauded of it, will be sure to take revenge the following day on aching head and shaking nerves. Better omit one meal per day than curtail the necessary amount of sleep required for health. Teachers, more than others, are in great danger of yielding to this habit, from the want of time to read and study during the day. A few hours redeemed in the morning should content us; and this by early rising and a little economy, may be secured. But this mortal body, like other faithful servants, must be humored and petted a little when tired, or it will resent neglect, cease to advance our interests, and at last hang like a dead weight upon the establishment.

Temperance in food would seem so self-evident a condition of health, we are almost ashamed to say we fear it is sometimes

disregarded. It would be a very prudent and sanitary arrangement, if some of our good cooks and housekeepers could be persuaded to label the oily, indigestible compounds that sometimes appear on their tables. Then, when we saw before our eyes in plain English, "This is dyspepsia," "headache," "ill-humor," and "This is a deadly poison," surely no one could be such an egregious fool as to swallow them. But if our good housekeepers neglect to do their duty in this matter, the best we can do perhaps is to imagine we see the labels before our eyes whenever the dishes come up to which they rightfully belong, and govern ourselves accordingly.

Wet feet are another fruitful source of ill health among teachers. "Oh my shoes are good, water-proof," exclaims the young teacher. Are they indeed? and how long, pray, has it been since kid slippers have been demonstrated to be impervious to water? A hundred consumptive women at this moment are living witnesses to the contrary, and its demonstration in your individual case may cost more than it is worth! As kid slippers cannot without changing their nature protect the feet from dampness, no more can a thin summer-dress shield the form from the heavy dews of a western climate. What shall we say then of the courage of those ladies who go forth to face winds clad in summer habiliments? Silks and muslins would defend them from a polar bear as well as from our biting winds.

But all ordinary exposures dwindle when compared with the one we often notice, and as often wonder at. We allude to the very general practice of coming from a crowded room, heated almost to suffocation, clad in thin habits, without putting on extra clothing. A young lady who dares do this, shows, in our opinion, some leaning towards suicide, and raises a doubt in respect to her perfect sanity. We should be surprised indeed, if, on meeting her the following morning, she were not as hoarse as a raven, or laid by for weeks of bronchitis or influenza.

Yet the rules of health are almost self-evident: the difficulty surely does not lie in *apprehending* the principles.

We think, with Carlisle, if these things be *true*, it were best they be *done*. A few practical hints will therefore be added, which if not absolutely *new*, are "almost as good as new." The few rules most important for the preservation of health, are indeed so simple, they can be easily understood; so few, they may be readily remembered; so easy, they may be practised and obeyed; and so reasonable, that they commend themselves to our common sense as soon as announced. It will, however, be no great harm to repeat them often, as they are in no danger of wearing out by use any more than the multiplication table.

Rise early, exercise freely before meals, resting awhile, if

possible, immediately after, especially from mental labor, as the stomach then requires all the circulating medium for its own use.

Bathe daily in cold water ; keep the feet warm, the head cool ; dress loosely ; avoid evening exposures, and perform all severe mental labor as far as possible in the morning, reserving the evening for rest and recreation.

Fret not thy soul at unavoidable evils, and, above all things, be careful to keep always a conscience void of offence.

Then, if after living a reasonable life we should fail to attain a long and happy one, we shall at least have the satisfaction of knowing we are clear of the guilt of suicide. H. VAIL.

—*Ohio Journal of Education.*

DON MANUEL MONTT.

[Perhaps some "humble schoolmaster" will be encouraged by the following. If our occupation is "humble," it seems we are not absolutely beyond hope ; the schoolmaster may yet become President. But let us console ourselves with the thought, if we are not to fill the chair of highest office, we can *make* presidents and governors ! Don Manuel, it seems, is now the President of Chili.]

"THE Senate consists, I believe, of but twenty persons, chosen for nine years each, alternating triennially. The House of Representatives consisted last year of 52 deputies, elected in 1852 for three years each. The President now in office, Don Manuel Montt, was elected in 1851 for the usual term of five years from "Independence Day," Sept. 18, of that year. He is, I am inclined to believe, a man of ability, and altogether the best man to whom the Chief Magistracy of this country has been committed. You will recollect the very proper and energetic measures he adopted to put down the show of revolution which was got up at several places in 1851 to set aside his election. This, as well as his manly and straightforward course on several occasions since, and in fact his constant devotedness to the duties of his office and the best interests of the people, as he regards them, have secured for President Montt the respect and esteem of the business community no less than the cordial regards of the masses of the people in Chili. Foreigners generally, as well as the electors, I believe, will be glad to see Mr. Montt chosen for a second term at the election to take place a year from this time. He is emphatically a man of the people, self-made, and was a few years ago an humble schoolmaster, having risen by his own merits to the proud position he now occupies, a fact which will commend him to the favorable

regards of all citizens of the United States. Would that Chili had thousands of such schoolmasters now in the field, and elevating not only themselves, but their countrymen, into the notice of the other nations of the earth."—*N. Y. Tribune.*

A CURIOUS ACROSTIC.

[The following is sufficiently curious. The initials spell, "My Boast is in the Glorious Cross of Christ." The words in Italics from top to bottom, and the small capitals from the bottom to top, compose the Lord's Prayer.]

MAKE known the Gospel truth, *our* Father King ;
 Yield us thy grace, dear *Father*, from above ;
 Bless us with hearts *which* feelingly can sing,
 Our life thou *art* for EVER, God of love.
 Assuage our griefs *in* love FOR Christ, we pray,
 Since the bright prince of *Heaven* and GLORY died,
 Took all our shame, and *hallowed* THE display,
 In first *be*-ing man, AND then being crucified.
 Stupendous God ! *thy* grace and POWER make known
 In Jesus' *name* ; let all THE world rejoice ;
 New labors in *thy* heavenly KINGDOM own,
 That blessed *Kingdom*, for thy saints THE choice !
 How vile to *come* to thee, is all our cry,
 Enemies to *thy*-self, and all that's THINE !
 Graceless our *will*, our lives FOR vanity,
 Loathing the truth, *be*-ing EVIL in design.
 O God, thy will be *done*, FROM earth to Heaven ;
 Reclining on the Gospel, let us live,
 In *earth*, from sins DELIVER-ed, and forgiven ;
 Oh, *as* thyself, BUT teach us to forgive.
 Unless *it's* power TEMPTATION doth destroy,
 Sure *is* our fall INTO the depths of wo ;
 Carnal *in* mind, we've NOT a glimpse of joy,
 Raised against *Heaven*, in us no hope can flow.
 O *give* us grace and LEAD us on the way ;
 Shine on *us* with thy love, and gives us peace ;
 Self and *this* sin, which rise AGAINST us, slay ;
 Oh ! grant each *day* our TRESPASS-es may cease :
 Forgive *our* evil deeds THAT oft we do,
 Convince us *daily* of THEM to our shame,
 Help us with heavenly *bread* ; FORGIVE us too
 Recurrent lusts, *and* WE adore thy name.
 In thy *forgive*-ness, we AS saints can die,
 Since, for *us* and our TRESPASSES so high,
 Thy Son, *our* Saviour, bled on Calvary.

Presbyterian Magazine.

THE MORAVIANS AND MR. BECK'S SCHOOL.

Mr. BECK, of Lititz, Pa., is one of the most remarkable men of the age. He is a type, and his history is not less interesting than instructive. To understand it, a brief notice must be made of the Moravians.

In that portion of Germany where this people took its rise the law prohibits any couple from marrying except they can show good proof that they can support a family. This caused the establishment of what are called the "Single Sisters' House" and the "Single Brothers' House." These are large buildings, with the upper story furnished as a dormitory, and the lower one as a dining hall, while the intermediate ones are divided into small rooms. Around the Brothers' House are found shops for the carrying on of various trades. In these houses those who had no other homes found one, either hiring a room, or dwelling in common with others, as economy or inclination impelled them. This mode of doing things, with other peculiar customs, the Moravians brought to this country, and it was continued till a comparatively recent date. Indeed, in one case at least, the Sisters' House is yet devoted to the hospitality for which it was erected. But not only the laws, but the abundant productions of our country, with its economical expenditures, permit the happiness of married life to all who wish to enjoy it, and thus the necessity for such houses was not continued, and they have been devoted to educational purposes.

Having learned the trade of a shoemaker, Mr. Beck made his home in the Brothers' House, and in one of the rooms prosecuted his avocation. The boys soon found that he had a fund of knowledge and could delight them by communicating it, and they frequented his shop and gathered round him as he took his evening strolls through the village. After he had worked at his trade for ten years and reached the age of twenty-four, he was, to his surprise, waited upon by several villagers, and desired to take charge of their children, as the schoolmaster had become old and wished to relinquish his charge, and the children wished to have Mr. B. for a teacher. He absolutely refused, thinking himself altogether unfit for the position. But they returned with the name of every man and woman in the village upon a paper soliciting him to undertake the task. He could not decline, and undertook for three months, supposing that his employers would be desirous of having other services by the close of that time. The old blacksmith's shop was fitted up with benches, and he was installed in his post. Swiftly passed the time, and another quarter was entered upon, and before its close the parents were so much pleased, and he had gained

so much confidence, that he undertook for the rest of the year ; by the end of which he had acquired such an interest in the children that " nothing could have separated " him from them ; and he made up his mind to drop all thought of returning to his trade, and devote himself to teaching, or, to use his own words in a letter not written for the public eye, but in answer to inquiries : " I became so much attached to the children that nothing could have induced me to leave them, and I determined to devote my life and all my energies to the welfare of youth, and at once commenced improving myself. I labored very hard to obtain more knowledge, as well as for the welfare of my pupils, and every cent I could realize was invested for the benefit of the school, and my patrons frequently spoke to me about it, saying they could not compensate me for what I was doing, but I cared not, provided I could improve myself and the scholars."

That extract is enough, if nothing more was said, to assure any one that success was certain to such a man.

The time when these things transpired was in 1815, and for five years his time was spent with the children of that pleasant village. But in 1850 a new life dawned upon him. One pleasant Saturday afternoon as he came out in his every-day garments from a shop where he had been painting a sign in order to turn an extra penny into his scanty coffers, a finely clad gentleman addressed him, inquiring for the village schoolmaster. He answered that he was the man. The gentleman replied that he was from Baltimore, and wished to put his boy to school with Mr. Beck, and as the schoolmaster refused, giving one reason and another, they were removed by the gentleman, who insisted and would not be put off. He was taken to the old blacksmith's shop and shown the accommodations, and though persistently refused, left with the assertion he should bring his boy, and within a week brought and left him. " I consented to receive him at last, cherishing the hope that as this was the first, so it would be the last I should receive from abroad, for I yet distrusted my ability to teach. In this I was disappointed ; for shortly after five more were brought from Baltimore, owing to the recommendation of the father of the first. No previous application had been made, and the parents insisted on their remaining. Several others were added from time to time, and in 1822 the old shop was removed, and a new house built on the spot where it stood. Having now a fine house and more scholars, I became still more enthusiastic."

Of course his scholars became still more numerous. He was obliged to employ assistants and enlarge his borders. He took the Brothers' House" partly for a boarding house and partly for school-rooms ; made by taking down the partitions, so that now

his former shop is included in the room where he daily gives instructions, and on occasions lectures to large audiences composed of the public as well as his own scholars. The prophet has honor in his own country, and he showed me with just pride a map of his own making hanging where he formerly hung his finished work.

Eighteen hundred and ninety-six scholars from abroad have enjoyed his instructions since 1820, and he remarks: "I pride myself as being able to say, that an advertisement of mine has never been inserted in any paper in the United States; I have never employed a travelling agent, nor have asked a parent to send a son to me; my pupils have been my advertisements, and my solicitors, and I really do believe that of the seventy-four who are now here, there is not one who did not come through the influence of some former pupil."

Mr. Beck is now sixty-four years of age, but would not be taken for over forty-five. The same enthusiastic interest in his scholars, in his avocations, and in all matters pertaining thereto, which has made him so successful, has also made his labors light, and preserved the elasticity of his body as well as mind. Like Mr. Hodges, of New Jersey, Friend Jenner, of New York, and Father Pierce, of Mass., he is one of the few examples of an old teacher, in whom the buoyant fervor of youth is combined with the energy of middle life and the experience of age, proving it is not the profession, but the mode of teaching, and the motive for doing it, which makes the unsavory drone. His position in society and as a teacher being most flatteringly acknowledged, and a reasonable competence for the future provided, his children having already marked out their own paths to distinction, he has no ambitions to gratify, no cause of envy, jealousy or cupidity. Most cheerfully, therefore, does he communicate the results of his experience, and most interestingly give the history of his numerous experiments, his failures, successes and their causes. There are few men from whom the teacher who wishes to be successful can learn so much.

The chief reasons for his success seem to be, 1st. A sincere interest in the welfare of every student placed under his charge. This secures the confidence of his pupils and makes them love him. 2d. He has the greatest enthusiasm in every thing of a *scientific character*—always on hand to learn anything new, and equally desirous of communicating. 3d. But the most important thing of all is, he desires and intends that his pupils shall *really know* what is brought before them, and appreciates the importance of pleasing in order to instruct. No expense is spared for apparatus, drawings and every kind of illustration, especially such as will entertain as well as sow the seeds of science. For example, three magic lanterns and six hundred dollars?

worth of slides are made sources of instruction and delight during his lectures on history, geography, &c.

Thus does he, and thus may others, pass a happy life in active usefulness, and generations yet unborn shall enjoy and bless the results of such labors; and when the close of life shall come, it will be looked back upon with satisfaction, and the profession of a true teacher will be considered neither as laborious, thankless or bootless.—*N. Y. Teacher.*

ROMANISM ADVERSE TO EDUCATION.

THE whole history of the Romish Church abroad shows its determined hostility to the education and enlightenment of the lower classes. The reason is evident. The priests of that ignoble superstition, the idolatrous worship of Mary, can have more influence over a degraded and ignorant population than over an enlightened and educated one. It is true that the external pressure of the educated masses in this country has compelled the Romish clergy to take a step in advance. But the education granted here to their benighted followers is entirely of an exclusive and sectarian character, which never teaches them to think independently.

When the British Government attempted to introduce schools into Ireland, and to diffuse information there, they were met with the most determined hostility, and they were not successful in thus doing good to the rising generation. The priests made the same opposition there that they have elsewhere to any measure that will teach the people to think.

Not long since the British Government ordered that all the children of the soldiers in a garrison at Madras, who were over four years of age, should attend school, thus supplying means of information to a neglected class. To this requisition the Romish priests made a bitter outcry, falsely asserting that it was designed to make the children Protestants, but really fearing the evils that would result to their power if education were allowed. The Irish members of Parliament declaimed violently against the measure, and even went so far as to threaten England with the resentment of the Roman Catholic soldiers in the Crimea. The *Morning Advertiser* says: "The Madras authorities are told that 'if the regulation be carried into effect it will cause discontent and dissatisfaction in the Indian army.' Such language is not always without a deeper meaning than is seen on the surface. Here it tells the Madras government, that if it persists in obstructing the amiable efforts of the agents of Rome to keep the children of soldiers in total ignorance, they will do all they can to excite insubordination, and, perhaps, mutiny in the

ranks. Men do not menace with rebellion in peaceful times, without insurrectionary plots in their heads."

Keeping the people in ignorance is one of the great sources of influence which the Romish clergy possesses. Gavazzi says, in a sermon of his :

"Through priestly influence much prejudice exists against the Bible ; and the masses of the people are unable to read, because kept in such profound ignorance by the priests ; hence the people will not, and cannot read the Bible for themselves. The supposed proportion of those who can read is, in Lombardy, from thirty to forty in a hundred ; in Piedmont, from twenty to thirty in a hundred ; in Tuscany, from ten to twenty in a hundred ; in the northern Roman States, from five to ten in a hundred ; whilst among the inhabitants of the district *thirty miles round Rome, not one in a hundred can read !* "

It is to be hoped that Romish authority and influence will never be so powerful in our land, as to break down our system of common school education, but the lover of liberty and education must be upon the lookout. "Popery," as Gavazzi said, "found the Romans heroes, and left them hens." Care should be taken lest Popery, which found our New England free, enlightened and independent, should leave it enthralled, ignorant and debased, chained to the chariot wheel of a conquering religious despotism.—*Hartford Courant*.

THREE HOURS' SCHOOL A DAY.

[So far as the leading idea in this article refers to the younger class of pupils, if they enter the school-room at all, we approve of it. We gave place to this extract the more readily as it affords us an opportunity to commend "The Student," published at New York ; it is always a welcome visitor to our table.]

A WORK recently published by Wm. L. Crandall (now deceased) advocates but three hours of school a day, as being all that can be safely and healthfully devoted to intellectual acquirements during childhood. The work is fragmentary, apparently made up of paragraphs, written at various intervals, whenever and wherever a thought was suggested ; but the "one idea" throughout the whole is, "Three Hours School a Day." In support of this idea, his leading thoughts are embraced in the following extracts :

"A sound mind in a sound body is the proper end of education. But health of body and vigor of mind are both assailed and impaired by a daily confinement of six hours in the school room.

"Even with the best ventilation, no school-room in which a score or more of persons are daily collected, *can* be so healthy as the open air. No pupil, therefore, should be kept in school longer than his attention can be absolutely fixed upon, and absorbed in, his lessons. And experience has proved that three hours per day is as long as such attention can unflaggingly be given.

"The duty of every child is to grow. It is of course a primary duty of every parent to see that the amplest facilities of growth and development are secured to his children. To this end the constant, or all but constant, enjoyment of pure, fresh air, unconstrained attitudes, ample exercise, exhilarating play, etc., are indispensable.

"The mind naturally loves knowledge, seeks it, receives it with delight, and assimilates it. Each child is a natural seeker, and absorbs truth as naturally as the growing plant or tree imbibes carbon. We should so adjust our educational machinery, as to preserve this thirst for intellectual acquirement fresh and keen through life. But most children are stupefied and stultified by the mephitic dens in which they are confined through six hours in each school-day; they are overtasked and wearied, until, by reason of these abuses, the very thought of school becomes abhorrent; and having for years been driven to study what they did not comprehend, and therefore could not relish, they retain through after life the disgust and hatred of study which have thus been excited or implanted."

While we admit that our system of education has many faults, that it too frequently fails in fitting the young for the whole duties of life, and that often much injury is done to the physical natures of the pupils, by too long and constant confinement, without sufficient bodily exercise in the open air, yet we believe that we should come still farther short of a true education by adopting the three-hour system. For small children, there should be less confinement and more recesses, and they might be dismissed earlier than the older pupils, so that their whole time spent in the school-room would not exceed three hours a day. This we know may be beneficially practised in schools where there are children of various grades of scholarship under the same teacher.

We believe that five hours of school a day, and five days in a week, if properly spent, would be vastly better for the intellectual and physical welfare of the rising generation than the practice of continuing six, seven, and even eight hours, as many teachers do. Such a work as Mr. Crandall's will doubtless do good, for the boldness of the stroke at existing customs in our educational machinery may awaken the attention of parents and educators to remove some of the evils from our present modes of school education.—*The Student.*

PERSEVERINGLY IMPROVE YOURSELF.

IN addition to quickening his own interest in his occupation, a teacher must study, that he may have a treasure in *reserve*, from which he can bring forth things new and old. If he has no such treasure, can he answer without evasion or delay the questions of an inquisitive class? Needs he not to know much, not in class-books, that he may be able to supply their deficiencies, or heighten their adaptation to special cases and individual minds? If, as soon as some roguish urchin artfully throws him off the track, his train sticks fast as in the sand, will not all children, who know their right hand from their left, feel that his is a mechanical and not a resourceful mind? Children are not such fools as we think them. They can judge of what they cannot execute, as they can tell whether a shoe pinches, and where it pinches, though they cannot make a shoe. They judge what fills the vase by the drops which run over; they understand, though perhaps they have never heard them, such maxims as, "Wanting in the least, wanting in much," *Falsum in uno, Falsum in omnibus*.

Yet what if a teacher's errors elude being detected by his school? Such a result cannot be so well for him as ill for them. His fault escapes exposure, because it is mistaken for an excellence, and will surely be copied, more than all his excellences, as being easier to copy. Thus, like an ill-going town-clock, he may mislead a whole village.

On the other hand, a teacher of genuine culture, *totus teres atque rotundus, factus ad unguem*, will by no means be in his school, as a flower blushing unseen in the desert, or a gem in an unfathomed ocean-cave. His industry, enthusiasm, and still-baffled but still-renewed endeavor, will waken responsive echoes in his pupils, though his circle be broader than theirs. Contagious virtue will go out of him.

Then he will be ever before them, as a cluster of Eshcol, ripe, purple, gushing, alluring them towards the land of learning, whence it came. Here was the secret of Arnold's success. He made scholars because *he* was a scholar. His tones, gestures, words, pronunciation, casual sayings, and classic taste, insensibly permeated and leavened the whole lump. The truth is, that whatever is set on a high place flows downward; as Pliny's doves in the Roman Capitol have been the pattern for numberless modern mosaics; as the East Room at Washington affords a model for parlors from Maine to Oregon; and as Shakspeare's diction enriches the speech of legions who never read one line of his writings. This re-action of a teacher's scholarship upon his scholars must indeed be, to a great extent,

indirect, and through eyes which catch in an instant what the ear cannot learn in an hour. But without forgetting that the minds of children are vials with narrow necks, the master, who is thoroughly imbued with knowledge, will soon discover that they are able to receive more than he, if less assiduous a student, would have been able to impart; while those he teaches, will feel that he is a tree, whose branches would not bend so lowly within their reach, if less heavily laden with fruit.

J. D. BUTLER.

THE UNDERSTANDING.

THOUGH the faculties of the mind are improved by exercise, yet they must not be put to a stress beyond their strength.

The mind, by being engaged in a task beyond its strength, like the body strained by lifting at a weight too heavy, has often its force broken, and thereby gets an unaptness or an aversion to any vigorous attempt ever after. A sinew cracked seldom recovers its former strength, or at least the tenderness of the sprain remains a good while after, and the memory of it longer, and leaves a lasting caution in the man, not to put the part quickly again to any robust employment. So it fares in the mind; once jaded by an attempt above its power, it either is disabled for the future, or else checks at any vigorous undertaking ever after; at least is very hardly brought to exert its force again on any subject that requires thought and meditation. The understanding should be brought to the difficult and knotty parts of knowledge, that try the strength of thought, and a full bent of the mind, by insensible degrees; and in such a gradual proceeding nothing is too hard for it. Nor let it be objected, that such a slow progress will never reach the extent of some sciences. It is not to be imagined how far constancy will carry a man; however, it is better walking slowly in a rugged way, than to break a leg and be a cripple. He that begins with the calf may carry the ox; but he that will at first go to take up an ox, may so disable himself, as not to be able to lift a calf after that. When the mind, by insensible degrees, has brought itself to attention and close thinking, it will be able to cope with difficulties, and master them without any prejudice to itself, and then it may go on roundly. Every abstruse problem, every intricate question, will not baffle, discourage, or break it. But though putting the mind unprepared upon an unusual stress, that may discourage or damp it for the future, ought to be avoided, yet this must not run it, by an over-great shyness of difficulties, into a lazy sauntering about ordinary and obvious things that demand no thought or application. This debases and

enervates the understanding, makes it weak and unfit for labor. This is a sort of hovering about the surface of things, without any insight into them, or penetration ; and when the mind has been once habituated to this lazy recumbency and satisfaction on the obvious surface of things, it is in danger to rest satisfied there, and go no deeper, since it cannot do it without pains and digging. He that has for some time accustomed himself to take up with what easily offers itself at first view, has reason to fear he shall never reconcile himself to the fatigue of turning and tumbling of things in his mind to discover their more retired and more valuable secrets.

It is not strange that methods of learning, which scholars have been accustomed to in their beginning and entrance upon the sciences, should influence them all their lives, and be settled in their minds by an overruling reverence, especially if they be such as universal use has established. Learners must at first be believers ; and their master's rules having been once made axioms to them, it is no wonder they should keep that dignity, and by the authority they have once got, mislead those who think it sufficient to excuse them, if they go out of their way in a well-beaten track.

JOHN LOCKE.

OF STUDIES.

STUDIES serve for delight, for ornament, and for ability. Their chief use for delight, is in privateness and retiring ; for ornament, is in discourse ; and for ability, is in the judgment and disposition of business ; for expert men can execute, and perhaps judge of particulars, one by one, but the general counsels, and the plots and marshalling of affairs, come best from those that are learned. To spend too much time in studies, is sloth ; to use them too much for ornament, is affectation ; to make judgment wholly by their rules, is the humor of a scholar : they perfect nature, and are perfected by experience : for natural abilities are like natural plants, that need pruning by study ; and studies themselves do give forth directions too much at large, except they be bounded in by experience. Crafty men contemn studies, simple men admire them, and wise men use them ; for they teach not their own use ; but that is a wisdom without them and above them, won by observation. Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, other to be swallowed, and some few to be chewed and digested ; that is, some books are to be read only in parts ; others to be read, but not curiously ; and some few to be read wholly, and with diligence and attention. Some

books also may be read by deputy, and extracts made of them by others: but that would be only in the less important arguments, and the meaner sort of books; else distilled books are, like common distilled waters, flashy things. Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know that he doth not. Histories make men wise, poets witty, the mathematics subtile, natural philosophy deep, moral grave, logic and rhetoric able to contend; nay, there is no stand or impediment in the wit, but may be wrought out by fit studies; like as disease of the body may have appropriate exercises; bowling is good for the stone and reins, shooting for the lungs and breast, gentle walking for the stomach, riding for the head and the like; so, if a man's wits be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again; if his wit be not apt to distinguish or find differences, let him study the schoolmen; if he be not apt to beat over matters, and to call upon one thing to prove and illustrate another, let him study the lawyers' cases: so every defect of the mind may have a special receipt.

BACON.

INVOLUNTARY DISCLOSURES OF LANGUAGE.

THERE have been always those who have sought to make light of the hurts which man has inflicted on himself, of the sickness with which he is sick; who would fain persuade themselves and others, that moralists and divines, if they have not quite invented, have enormously exaggerated, these. But are these statements found only in scripture and in sermons? Are there not mournful corroborations of their truth imprinted deeply upon every region of man's natural and spiritual life, and on none more deeply than on his language? It needs no more than to open a dictionary, and to cast our eye thoughtfully down a few columns, and we shall find abundant confirmation of this sadder and sterner estimate of man's moral and spiritual condition. How else shall we explain this long catalogue of words, having all to do with sin, or with sorrow, or with both? How came they there? We may be quite sure that they were not invented without being needed, that they have each a correlative in the world of realities. I open the first letter of the alphabet; what means this "ah," this "alas," these deep and long-drawn sighs of humanity, which at once we encounter there? And then presently follow such words as

these : "affliction," "agony," "anguish," "assassin," "atheist," "avarice," and twenty more — words you will observe, for the most part not laid up in the recesses of the language, to be drawn forth and used at rare opportunities, but occupying, many of them, its foremost ranks. And indeed, as regards abundance, it is a melancholy thing to observe how much richer is every vocabulary in words that set forth sins, than in those that set forth graces.

And our dictionaries, while they tell us much, yet will not tell us all. How shamefully rich is the language of the vulgar everywhere in words which are not allowed to find their way into books, yet which live as a sinful oral tradition on the lips of men, to set forth what is unholy and impure. And of these words, as no less of those which have to do with the kindred sins of revelling and excess, how many set the evil forth with an evident sympathy and approbation, as taking part with the sin against Him who has forbidden it under pain of his extremest displeasure. How much wit, how much talent, yea, how much imagination must have stood in the service of sin, before it could have a nomenclature so rich, so varied, and often so Heaven-defying as it has. TRENCH.

LETTER-WRITING.

INTIMATELY connected with the above, and, I may say, a part of the same, is the practice of letter-writing. Every individual in the community, who occupies any important station,—and, indeed, every person, high or low, rich or poor,—may have, and probably will have, occasion to write letters. To do this in a neat and easy manner is of no trifling consequence ; and yet, every one who has ever looked at the letters in any post-office must have observed the very general want of taste and neatness in the modes of folding and superscribing letters ; and, if the contents should be examined, they would be found to correspond with the external appearance.

Now, it should be the aim of every teacher to impart instruction on the subject of letter-writing. General directions and explanations, in reference to the commencing and closing of a letter, the manner of folding, superscribing, and sealing, may be given to a whole school, by using the blackboard ; and it will not require much of the teacher's time or attention to furnish all the instruction that may be needed.

It is to be hoped that more consideration may be attached to this simple but useful exercise, and that all pupils may possess the ability, when they cease attending school, to write letters which shall be accurate and natural in their style, correct in

orthography, systematic and proper in all their parts. A letter neatly written, correctly expressed, and properly folded and superscribed, will always prove "a letter of recommendation" to its writer; while the reverse will exert an influence in no respect favorable or complimentary. C. NORTEND.

DICTIONARIES.

IN the June number of last year there was an article on the subject of Dictionaries and Noah Webster. To the ideas suggested in that article, we presume that no one expresses dissent. So far as the common employment of such helps by pupils is concerned, there can scarcely be any difference of opinion. We beg leave to refer to that article, even at this late period, for the purpose of correcting an unintentional mistake and supplying an omission. It was remarked at that time by the writer of that article, that we were "great admirers of Webster for heavy ordnance. His dictionary may well be upon the teacher's desk in every school-room for general reference; but it is too ponderous for common use; the centre of gravity between that and many of our pupils would lie within the covers of the book. * * * For our own use even we always wish a smaller dictionary lying by our side, both when we read and when we write. For ponderous service, give us Webster; but for common orthography, our elbows respectfully ask an octavo.

"For this purpose, without any disrespect to Dr. Webster, we may say, we know of no book that seems so well adapted as 'Worcester's Comprehensive Dictionary,' a little work which we have long used, and for which we have great admiration. Its merit is that it is portably small, of convenient shape, and contains everything which for ordinary purposes the pupil needs to know. It contains the pronunciation of difficult words after the fashion of Walker, which is an advantage; it also contains many foreign phrases and scientific terms. It is altogether the most convenient "vade mecum" we know of. Let every teacher have Webster on his table if he can; but for the present we know of nothing so good as Worcester's Comprehensive for the scholar's desk."

Our design in alluding to this matter at this time is simply this: to say that perhaps a slight injustice was done to the publishers of Webster. We were ignorant of the fact that any similar dictionary issued by them was in existence. But upon inquiry we find such a work, an "Academic" edition, as it is called, of the most portable size, containing, as it appears, everything that the

"Comprehensive" of the rival lexicographer is advertised to contain.

The Academic Dictionary, of octavo size, seems to us a model dictionary, and the chief wish we have respecting it, is that every school-boy owned it. We merely say that it is equal in every respect to the one alluded to above, so highly praised last year, but in no respect, so far as we are aware, superior. We pen these lines for the purpose of placing a sign of equality between them, and thus doing justice to all. Of the comparative merits of the rival series we do not of course express any opinion. The Teacher has wisely kept aloof from that war.

There are still smaller editions of Webster, as we suppose there may be of Worcester, down almost to a diamond copy. These are sufficiently elegant and good, but call for no further remark. They are too small for profitable purchase. We earnestly wish that either the "Academic" or the "Comprehensive" were in the hands of every scholar. If the worthy publishers will lay one on every school desk in Massachusetts without or with pay, they shall have our hearty thanks. We close these remarks by saying that every scholar who has begun to read, should own a dictionary.

NOTE FROM THE EDITOR.

"Lucullus, when frugality could charm,
Ate roasted turnips on his Sabine farm."

POPPE.

THE editor of the present number has abandoned the work of instruction, and gone to the older, by no means to say, more respectable occupation of cultivating the earth. The gradual impairing of health, together with the general impression in community that he might without inconvenience be spared from the blackboard, has determined him for awhile, at least, towards the business of following the plough. He can, perhaps without irreverence, quote and apply the language of St. Paul: "wherefore, when we could no longer forbear, we thought it good to be left at Athens alone." After more than ten years of confinement and labor we ask for repose. It is the hope of kind friends that a little parenthesis thus in the midst of toil, will be the means of adding another clause before a period is finally put to his labors.

After living like most teachers, and like the indisputable person already alluded to, and much longer than he did, in our "own hired house," it is our privilege to return to inherited acres, and to an occupation more and more endeared to us with every year of advancing life. Henceforth, for a season cer-

tainly, we are to be thought of, if thought of at all, not as sowing the seeds of knowledge, but like Cincinnatus, turning the furrow and planting veritable grain. It is the remark of Dr. Arnold, whose authority all teachers acknowledge, that it is better to inherit an estate than to buy one. We deem ourselves favored in this respect. We drink water from the well that our father Jacob gave us, and "drank thereof himself and his children and his cattle." It is our privilege to sit while we write, underneath rafters that sheltered ancestors many generations back; we are shaded by ancestral elms. Our great great grandfather looked out upon life over the same window-sills that now separate us from the unappropriated region of out-doors. While the thought of such uncommon greatness passes before us, the good reader will pardon us if we quote the words of king Evander, addressed to Æneas in the language of Virgil:

"Haec, inquit, limina victor
Alcides subiit; haec illum regia cepit."*

And we may add, too, that our ancestral rafters point upward from one of the most quiet and beautiful of villages. It is a sweet Auburn of the plain. It is one of the "least of the cities," it is true; our whole population twice told would hardly elect an alderman. But Plutarch pleasantly remarks that he dwelt in a small town, and chose to dwell there lest it should become still less! We are like him in his partiality, but we hope not in his vanity. Our village is not only small, but quiet. The commercial din of brick pavements and walls never sends a wave here. Devotion might pursue the sweet and solemn work from the first day until the seventh, and hardly find an interruption to her perpetual hymn. Were it not for the daily newspaper and the distant sound of the irreverent cars, we might forget that the outside world ever had a pulse. And yet our village, small as it is, makes some noise in the world. The occasional wheel of a traveller climbs our hills. The sexton reminds us every day, in measured strokes from the belfry, when it is noon, and then again in "the first watch of the night" when it is time for bed. We have regular alarms from the poultry yard at daybreak (always obeyed of course,) and during the forenoon we are kept eggs-actly informed respecting our wealth of white fossils in the hay-mow. By the way of an especial episode, the census-taker was along yesterday and made interested inquiries respecting our crops and quadrupeds, and fixed the ages of the unmarried women above contradiction

* Poorly translated: The VICTORIOUS HERCULES entered these doors; this very hall received him.

upon the public records. He said he should be along again in five years.

These are among the most stirring events we have to record. But the reader can see plainly that they afford too thin a diet for an excitement. All the fever of life must be left to those who dwell nearer to city halls. We are blessed with a week of sabbaths. The woods and streams about here make no pause in their music, but for what appears like an inaudible prayer. Many of our dwellings stand under and are walled about with primeval oaks and elms. There is much of nature, little of art; and though the place where we write is hardly a league removed from a noisy and dense population of spindles and water-wheels, yet we can almost say with the poet:

"Nothing appeared but nature unsubdued,
One endless, noiseless woodland solitude."

Still there is no happier spot; and we wish that all teachers, if they are to the occupation of our first parents inclined, when they finally extricate themselves from algebraic symbols, might demonstrate their title to just such a quiet place.

Having thus detached ourselves from the occupation to whose interest these pages are devoted, we supposed that all connection with the editorial work was ended. But at a late day we received notice that our help was expected. The message found us in the hay-field, too busily engaged to allow of a recess until the term closed, and only with the greatest difficulty then.

Our time thus far, has been spent in the mower's swath, rather than in the student's chair: we are obliged to lay down the sickle to take up the pen. This will explain the lateness of this number; and if it should appear to any fastidious ones, that these pages are dusted over with hay-seed and too fragrant with the breath of the honest ox, the reason is obvious, and we hope satisfactory.

"A mortal born to meet a general doom,
But leaves like Egypt's kings a lasting tomb."

"I must be measured by my soul;
The mind's the standard of the man."—*Watts*.

"The flighty purpose never is o'ertook,
Unless the deed go with it."

"From nature's birth hence wisdom has been smit
With sweet recess, and languished for the shade."—*Young*.

"Leaving that beautiful which still was so,
And making that which was not."

Resident Editors' Table.

GEORGE ALLEN, Jr., ... <i>Boston.</i>	RESIDENT EDITORS.	ELBRIDGE SMITH, <i>Cambridge.</i>
C. J. CAPEN, ... <i>Dorham.</i>		R. S. STEARNS, . . <i>Framingham.</i>

DR. SEARS, who has filled the office of Secretary of the Board of Education so ably and so acceptably for the last seven years, has received and accepted the appointment of President of Brown University. We regret the loss which Massachusetts is about to sustain, and congratulate the friends of education in our sister State that they have secured the services of one who is so capable of sustaining the interests, not only of the University over which he is to preside, but also of the common schools on which our colleges and universities must rest. It is a happy circumstance that one who has had so long experience in superintending the concerns of popular education has been selected to preside over one of our most ancient and most honored seats of learning. Brown University has done a large portion of the work of educating the young men of Massachusetts; and she is now most ably represented in the several departments of our State government. She has furnished this State with both her Secretaries of the Board of Education—she numbers among her alumni some of the most honored names in the judicial history of this commonwealth—she has given to Boston her first Superintendent of Public Schools, and she has been twice represented in the executive of the State within the last fifteen years. Massachusetts may therefore justly claim a deeper interest in the welfare of Brown University than in any other college not included within her own borders.

We cannot refrain from bearing our humble testimony to the excellence and worth of the man who has for the last twenty-nine years presided with such signal ability over Brown University. In the resignation of Dr. Wayland the cause of collegiate education in New England suffers a great, and we fear, an irreparable loss. He has set an example worthy of the imitation of all teachers, in whatever sphere they may labor. He has distinguished himself as a thinker, as a teacher, and as an author. He has published a text-book in each of the three departments in which he has given instruction, and these books have not been written in consequence of any “*cacoethes scribendi*,” but they are the result of his labors upon the several subjects of which they treat. They were published for his own convenience in the work of instruction. If others approved of them, they were of course at liberty to use them. There is not, we believe, a college in New England, in which one or all of these books have not been used. In these works it has been his purpose, not to show how much he could say upon the subjects

in hand, not to dazzle by a display of splendid verbiage, not to indulge in flights of the imagination, nor to bewilder with vague speculation and unmeaning mysticism. His object has been to present in a concise and intelligible form the principles of moral, mental and political science, so far as they are known. In this he has succeeded ; he has more than succeeded—he has greatly excelled. As a teacher he has no superior and few equals. His influence as a teacher has affected the whole course of instruction in this country. But while he has done so much as an educator, he has also found time to think and to write upon all the great social and religious questions which have been discussed during the past thirty years. His views have always compelled respect, though they may not always have carried conviction.

In retiring from the University, Dr. Wayland does not propose, we learn, to spend the evening of his life in ignoble ease. We may hope that from his retirement he will continue to instruct, though it may be in a different form. We hope that he will yet publish several works upon subjects which have received a large share of his attention.

We know not who is to fill the vacancy occasioned by the resignation of Dr. Sears. It is not our prerogative to nominate. If it were, we should without hesitation mention the name of Alpheus Crosby, who is now engaged in the service of the Board of Education. We have had some opportunity of becoming acquainted with Prof. Crosby, and we have no hesitation in pronouncing him remarkably well qualified for the position. His learning is varied and exact, his bearing gentlemanly and dignified, and his patience and industry are untiring. We believe his appointment would be eminently acceptable to the teachers of the State.

FIRST LESSONS IN GEOMETRY. *By Thomas Hill. Boston: Hickling, Swan & Brown.*

THIS little volume is, in some degree at least, a novelty in the educational literature of this country. But it has higher claims upon our attention than those of mere novelty. It furnishes us with a very clear and simple statement of the *facts* of Geometry, in such a manner as can scarcely fail to interest a child of seven or ten years. The *reasoning process* is not attempted. The author's aim is to present "facts before reasoning ;" and this he has done in a manner which does great credit to his ability to interest and instruct the youthful mind. Many teachers, we fear, will be inclined to pass this treatise by without giving it even a careful examination. It is entitled, we think, not

only to an examination, but to a fair trial in the school-room. Nor is it a sufficient excuse for neglecting this book, to say that there is no place for it. Our conviction is that it will save more time than will be required for its careful and successful study—that the time devoted to this volume in the early part of a course of study will be more than saved by the facility and rapidity with which the pupil will go through the demonstrations of the science of Geometry which occur at a later period of the course.

This is eminently a practical work. Every scholar in our common schools will find frequent occasion to use the facts which are here laid before him. It is as practical in its character as Arithmetic; and has equal claims upon our attention, whether considered with reference to the wants of action, or of a course of mathematical study. We hope that this little work will be soon found in all our schools beside Colburn's First Lessons in Arithmetic; or we should rather desire that it might precede Colburn, as it is much simpler, and in no degree behind it in practical importance.

ELEMENTS OF PHYSICAL AND POLITICAL GEOGRAPHY. *Designed as a Text-Book for Schools and Academies, &c.* By Cornelius S. Cartee, A. M., Principal of Harvard School, Charlestown, Mass. Boston: Hickling, Swan & Brown.

In the last number of the Teacher we mentioned this among other works on the subject of Geography about to appear. We have just received a copy of the work, and have not time to do it full notice. We have examined it sufficiently, however, to be satisfied of its genuine excellence as a text-book for the higher classes of our schools. Mr. Cartee has been thorough in the preparation of this volume, and so far as we have had opportunity to judge, has been quite successful in bringing it up to the present state of geographical science. The book is well calculated to call into exercise the pupil's powers of thought. We cannot too highly commend the *problems* which our author has inserted, as being well calculated to make Geography something more than an exercise of the memory.

Mr. Cartee has brought out his book with very little ostentation. He has not, for the last three or four years, been going round the State and decrying the labors of teachers who were doing the best in their power with the means at their disposal, and telling them that he was about to publish a series of Geographies which would far transcend all that we poor Americans had ever heard or thought or dreamed of, and leading us to suppose that he was about to usher in a kind of geographical

millennium ; nor has he made arrangements with publishers until he was ready to fulfil his contracts with carefully prepared *copy* instead of thrilling and startling *announcements*. In contrast with this, he prepared this work, submitted it, in manuscript, to the criticism of several of the very best judges, and then published it. We know not what blessings may be in store for future generation, in the form of text-books in Geography, but the thanks of the present generation are due to the man who has actually *written and published a good Geography, rather than to those who are forever promising and never performing.*

TEACHERS' INSTITUTES.

Those already appointed will be held as follows, viz :

At Chelsea,	Oct. 1-5.
At Shrewsbury, "	7-12.
At Ashburnham, "	15-19.
At Rutland, "	22-26.

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays :

TO MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. The Relation of the Common School to the State.
2. School Supervision.
3. The Relation which the Common School sustains to the College and the University.

TO the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. Primary School Instruction, and the Methods of Teaching Young Children.
2. The True Mission of the Teacher.
3. The Objects of Common School Instruction.

The Essays must be forwarded to the Secretary, Charles J. Capen, Esq., Latin School, Boston, on or before the 21st of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee ; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, June 18th, 1855.

T H E
MASSACHUSETTS TEACHER.

Vol. VIII, No. 10.]

D. B. HAGAR, EDITOR OF THIS NUMBER.

[October, 1855.

AMERICAN INSTITUTE OF INSTRUCTION.

TWENTY-SIXTH ANNUAL MEETING.

BATH, ME., AUG. 21, 1855.

THE twenty-sixth annual meeting of the American Institute of Instruction met in the Universalist church, which was well filled with teachers and others at an early hour. At ten o'clock a meeting of the directors was held, at which the President, THOMAS SHERWIN, Esq., of Boston, presented his annual report, from which it appeared that the Institute was in a highly prosperous condition. After the transaction of the usual business, the Board adjourned.

The Institute was then called to order by the President, and was addressed by him as follows :

Gentlemen of the American Institute of Instruction :— We meet to-day in behalf of the most important subject that can occupy the human mind. It is a subject of vital interest in matters of legislation, and one which should be held most precious in the eyes of every parent, every true patriot, every sincere philanthropist, every Christian. Education is the basis of success in all material interests. It alone, in some form or other, enables man to provide for his physical wants and conveniences ; it alone transforms him from a brute, possessed indeed of intellectual and moral powers yet undeveloped, into a being that embraces in his affections the whole animated creation, that makes the willing powers of nature do his bidding, points the optic tube unerringly to the hitherto unseen planet, and with the eye of faith looks forward to a glorious immortality. Indeed, may we not say that the great aim and object of our present existence is education ? It would be essential to the best interests of man, were this his only state of being ; but in view of his future existence, its value becomes incalculable.

For our own improvement, and for the promotion of the best interests of physical, intellectual, and moral culture, we are now assembled. The present is the twenty-sixth anniversary of this Institute, and, although we think we have done something for the cause to which we consecrate our efforts, much yet remains to be done. Are we all intellectually qualified to do our work in the best manner? Do we thoroughly comprehend the subjects which we profess to teach, or is our knowledge limited to a passable acquaintance with our text-books, and those perhaps replete with errors? Is our own education so comprehensive, and is our judgment so matured by observation and experience, that we can duly estimate the relative value of the different branches of learning, the bearing which they have upon each other, and the tendency which each has to develop the mind in fair and harmonious proportions? Are we really conversant with the curious and subtle mechanism of the human understanding and the human heart? Have we a just estimation of the paramount value which should be assigned to moral education? Are we really aware that each of us should be, in some measure, a teacher of the gospel, a quiet emissary of Him who said, "Suffer little children to come unto me, and forbid them not"? Are we in our own private lives and in all our relations with our pupils, what a good and intelligent parent would have his children become? Have we that hold of the heart strings and purse strings of the community which is essential to the perfect performance of our work? In short, are we all capable, are we all honest, are we all devoted to the sacred trust committed to our care?

Unless we can return a favorable response to these and other questions of a similar import, our Institute and we as individuals have yet much work in prospect. The great business of education is a stern reality. It admits of no compromise with evil, no sacrifice of duty. It is sublime, boundless as the human capabilities. It by no means, however, excludes the amenities of life; on the contrary, the sunshine of joyousness should ever pervade the teacher's heart, and throw a halo of light over the scenes and occupations of duty; and even in the dark hours of weariness and of disappointment, the rainbow hues of hope should ever announce the passing away of the sombre cloud.

One object of our meetings is, to cultivate social feelings among teachers and between ourselves and others who may sympathize with us. I am confident that, in this respect, some good will result from this re-union.

Gentlemen of the Institute, and others here assembled, I welcome you to our anniversary, and I trust that the occasion will be one of improvement and of pleasure to us all.

Rev. S. F. Dike, of Bath, then said:

It gives me great pleasure to rise this morning, in behalf of the school committee and others connected with the cause of education, to welcome this Institute for the first time to the city of Bath. We live, it is true, on a "rock-bound coast;"—our soil is unpro-

ductive, but this may be a stimulus to enterprise and energy. Whether it be so in our case or not, it is not for me to say. We cordially open our homes and our hearts to those who have come among us, and we trust we shall make this a pleasant meeting to the members of the Institute, and we know it will be a profitable one to us.

The President then responded :

Allow me, sir, in behalf of the Institute, to express our gratitude to yourself and others who have been active on this occasion, and to the citizens of Bath generally for their hospitality and their coöperation. It is literally true, sir, that whatever is highly valued by the community, — by the parent, — is thought to be of consequence by children ; and wherever a high value is set upon the means of education, wherever an interest is taken in the progress of education by the people, wherever they are watchful of the performances of the teacher, and kind in rendering him assistance, wherever they are in the habit of visiting schools to ascertain whether their children learn, and give their countenance to the little girls and boys as they are struggling on, there education always succeeds, there children always love to learn. But when the teacher has to toil alone, unobserved, and is considered a kind of necessary drudge, and nobody cares for him, his labors are very much in vain ; he toils almost without hope, and with but little success. On the other hand, the very reverse of this is true, when a deep interest is taken in the work by the community.

We are welcomed to this place, and we have come on no unimportant business. It has been said, by the Rev. Dr. Channing, I think, that to educate a child well, is a greater work than to elect a president. If by anything that we can accomplish here, attended by the most favorable auspices, as we are, we can contribute to educate one child well in the United States, although we do not make so much parade as in the election of a President, I believe we shall do a greater work.

Accept, on the part of this Institute, our heartfelt thanks, and we hope you will have no reason to regret our meeting in your midst.

The stated exercises were then opened with prayer by Rev. Dr. ELLINGWOOD, of Bath.

Professor B. F. TWEED, of Tufts College, Somerville, Mass., was then introduced, who read an able lecture on "*The Claims of Teaching to the rank of a Distinct Profession.*" He first inquired whether at present the business of teaching can be so considered. The term "profession" was then dwelt upon, and the conclusion arrived at was, that teachers do not yet take rank with other professions, but occupy a position like that of a zoöphyte, or a sort of connecting link between the mechanic and the professional man. The clergyman is examined and ordained by a council of his peers ; the physician

receives his diploma from men of his own profession; the lawyer is admitted to practice by the Court, or by a vote of members of the bar. The teacher, on the contrary, is subjected to an examination by a committee, consisting, perhaps, of the village clergyman, the doctor and the lawyer, a superannuated school teacher, and one or two self-made men, who have distinguished themselves as wranglers in the lyceum. Thus it is seen that the teacher does not sustain the same rank as members of other professions, technically so called.

The necessity of special training on the part of teachers was shown by a comparison of the duties he is called upon to perform with those of a physician, a lawyer, or a clergyman. Wherever a law of growth is discovered, whether in the animal or vegetable kingdom, it is sure to be followed by treatises on the best modes of culture. Farmers, cattle breeders, and fanciers flood the market with works upon Devonshires, Suffolks and Shanghais.

The lecturer then inquired whether the business of teaching can be made to occupy a position of equality with other professions. The requisites in point of talent and intellectual and moral character as well as culture were then shown to be as necessary in the business of teaching as in other professions. The true end of education is not to impart a knowledge of certain processes in arithmetic and rules of grammar, to "go through" GREENLEAF'S Algebra, and to parse all the "hard words" in POPE'S Essay. Children are not to be regarded as so many vessels, to be filled with "facts," after the manner of Thomas Gradgrind and Mr. M'Choakumchild. The teacher who has not the true end of education in view but partially comprehends his mission.

The relative importance of the teacher's business, and that of the physician, clergyman or lawyer was then considered. It requires, said he, no greater exercise of skill to treat successfully a fractured limb than a fractious spirit, nor a steadier nerve to apply the scalpel to a nauseous sore and remove the proud flesh from it, than to probe a wounded, festering and inflamed temper, to remove the proud will, to cleanse its impurities and assist nature in her healthy operations. The conditions of success on the part of teachers were then considered, which are individual exertion, study, availing one's self of whatever has been written or said by gifted men, and an intelligent and conscientious discharge of duty in the school-room.

In conclusion, Prof. TWEED said the community now see that the progress of liberal principles in government, personal freedom, and toleration in religion, on which our republican institutions rest, can only be secured by a corresponding progress in knowledge and virtue. They see that the in-

creased activity and enterprise of our day call for, nay, demand all the counteracting conservative influences of intelligence and character within our reach. Formerly, when the young men of our country "lived where their fathers lived, died where they died," they were so bolstered up with parental, domestic and social influences, as scarcely to be conscious of free agency, much less to feel called upon for active energy and firmness of purpose, to ensure the mastery in a struggle against temptation. Now, our sons scarce reach their majority before thousands of miles lie between them and home, with all its kindly influences; and we have not ceased to think of them as children, before they are obliged to stand alone, and unaided wrestle against such temptations as never crossed our path. Let us, then, emulate the example of those who have faithfully and earnestly devoted themselves to the great work of educating the young, remembering that whatever may be the relative rank of the profession, a faithful discharge of its duties cannot fail of its reward; and that this reward is not exclusively personal, but that however little, a "mite" at least has been cast into the common treasury of the profession.

"In the elder days of art,
Builders wrought with care
Each minute and unseen part;
For the gods see everywhere.

Let us do our work as well,
Both the unseen and the seen;
Make the place where God may dwell,
Beautiful, entire and clean."

The Institute then adjourned till 3 o'clock in the afternoon, at which hour a meeting for social intercourse was held. The house was again filled, and a few hours were spent in a very pleasant reunion, in which all seemed to enjoy themselves in a high degree.

EVENING SESSION.

The Institute met in the Central Congregational Church, to listen to an address by Rev. G. REYNOLDS, of Jamaica Plain, Mass. After the preliminary exercises, the lecturer was introduced, and spoke upon "*The Moral Office of the Teacher.*"

His first inquiry was, How shall the intense mental activity, so characteristic of this age and our people, be refined and brought into intimate alliance with noble principles and life? The destiny of education, viewed simply as a process for unfolding and strengthening the powers of the mind, may be

considered as fixed. There is a universal faith that light as well as liberty, knowledge as much as material comforts, justly belong to every human being. Every year the popular interest in education increases, and sooner or later we shall have and use the best means of intellectual culture which the wit of man can devise. But a still more important question is to be settled, which is, By what means shall intellectual refinement and energy be so wrought with noble moral faith and purposes, as to create and sustain a life at once pure, useful and heroic? No doubt education has been the greatest blessing to this country; and it is because it has been conducted on a larger plan than that of mere mental culture — because high moral aims have been infused through every department of education.

The question, what the teacher has to do with the moral department, was then considered at length. No one has a greater opportunity for exerting a moral power, and thence arises the responsibility of the teacher to exert a moral influence. The bearing of the teacher has much to do with his moral power: but his influence does not depend wholly upon this. The relation which he establishes between himself and his pupils is of great importance. Every teacher should make it an object to study to secure the affections of his pupils.

Sometimes, said Mr. Reynolds, bare authority should be made prominent; sometimes, perhaps, emulation may be used to stimulate a careless mind. But the less we have of these motives, and the more we appeal to the child's sense of what is right, just and proper, the more healthy will be the influence of school instruction and discipline.

But, above all, the conduct of a teacher must show that he reverences his own work, and will use, for its furtherance, no instruments but the noblest and truest. How efficaciously many persons are toiling to efface the hand-writing of truth from the young heart. Thirsting for popular applause rather than real success; toiling for transient and not permanent results; putting all that is brilliant and attractive in the foreground, and studiously covering up what is weak and unsound; what are these teaching their charge but lessons of deception, and leading them to value the appearance above the reality? I instinctively shrink from all shams and shows in this noble cause of education. I dislike all that would tempt a teacher to put his trust in outward props of any sort, rather than in the solid worth of his teaching. I can never witness what are so appropriately called exhibitions, without more than doubting their utility; without feeling that they cost more than they are worth, that the momentary power they give does not compensate for the wound they inflict upon the teacher's moral influence, and the temptations they offer to the child's moral nature. No doubt the instructors who resort

to such methods, do so with the most honorable motives. But when we consider how much special training these exhibitions necessitate, how the true interests of the school are for weeks, and even for months, made subservient to their success; when, especially, and as having direct reference to our subject, we remember how much dulness and ignorance must be put out of sight that they may succeed, and so how poor, nay, often false an indication they are of the real advancement of the pupils, I cannot understand how their use can be defended. I verily believe that, generally, they weaken a teacher's moral power. Sometimes they must degrade the moral standard of every thoughtful pupil.

Of course there are many exceptions to these remarks. When an exhibition shows in its face its real purpose, and so does no injustice to the truth, and especially when it is of an elocutionary character, and presupposes careful preparation, it is certainly innocent, and may, by awaking popular interest, increase a teacher's power to do good. But, after all, as a law, the less the sacred cause of education has to do with shows and spectacles the better. And the more plainly the teacher makes it manifest by his whole conduct, that he intends to be loyal to the truth, even to his own loss, that he will not stand anywhere for more than his real value, that he desires that everybody should know the truth, the whole truth, and nothing but the truth, about his teaching and its results, the more sincere will be the reverence which his pupils will cherish for him, and the more wholesome and abiding the influence which he will exert over them.

On the subject of the proper estimate of the teacher's character, Mr. Reynolds said, I am satisfied that nothing has warred more with the teacher's usefulness, in times past, than the low ideas of professional character which have prevailed. What must have been the general conception of the office and work of an instructor of youth, when a genial, loving spirit, like Washington Irving, could create that miserable effigy of a man, Ichabod Crane, and call *it* a teacher? Does it not bear witness to a very poor state of public feeling, when it was believed by too many, that he who was fit for nothing else, would do very well for a schoolmaster? When he who was neither strong enough to guide the plough, nor eloquent and learned enough to dignify a profession, was thought to be quite equal to holding the rod and teaching the elements? When many a man was willing to trust the education of the mind and heart of his children to one into whose hands he would scarcely have thought of committing the care of his flocks and his herds? What could be expected from such a state of public sentiment but mediocrity, or worse?

In conclusion, Mr. R. congratulated the Institute on the change which has been wrought in public sentiment during the last few years. Said he, I welcome everything that ennobles your conception of your work. I rejoice in the establishment of these Normal Schools, if for no other reason than because they declare that teaching is a profession, distinct and important, requiring its own peculiar training and discipline. I rejoice in the multiplication of these Teachers' Associations, if they accomplish nothing else than to awaken in you a profound sense of professional dignity and responsibility. Let them justify their existence. Suffer them to exercise a beneficent influence upon you. I bid you foster every noble sentiment concerning your chosen work. Enlarge the scope of your duties. Feel that the solemn work entrusted to your charge is nothing less than the culture of the whole nature of childhood. And be assured that nothing beneath religious fidelity, and nothing short of entire consecration, will enable you to achieve, as you should, full success in your mission.

At the close of the lecture, the topics presented in it were discussed with much animation by several gentlemen.

Mr. Greenleaf, of Brooklyn, N. Y., said he agreed with the lecturer, so far as he went, but thought he did not go far enough. To show the necessity for more moral training, he stated a fact respecting an individual who said that he was the only one remaining, of thirteen young men, fitted for business at one academy, who had not gone down to graves of infamy. The necessity for making *early* efforts to impress the mind with moral sentiments was urged. The great question now is, not who shall instruct best in the sciences, but who shall form characters that will stand.

Mr. Pierce, of Newton, expressed his approbation of the lecture. He regarded it as complete in its justness, lucidness and comprehensiveness. He was particularly pleased on account of its true representation of the lamentable indifference to the subject of moral education, in connection with our schools. The object of all education is, to produce in men the image of God—holiness. What was said on the subject of exhibitions, he was also much pleased with.

Mr. Bulkey, of Brooklyn, N. Y., liked the idea thrown out by the lecturer, that teachers should never grow old. It is impossible to reach the heart of a child, unless in teaching we are children. In proportion to our simplicity will be our success. The good effects of the social gathering in the afternoon were then referred to with approbation.

Mr. Wetherell, of Amherst, Mass., thought that the duty of moral training did not lie with teachers, but with parents. He doubted whether it was in the power of teachers to make a

moral community. It is in vain for teachers to work, unless the work is also done by parents. He did not rely so much on the influence of teachers as Mr. Greenleaf did, and he could not agree with him, that if parents would do their duty, in training children "in the way they should go," there was any fear they would not lead moral lives.

Mr. Greenleaf briefly responded, explaining his views still farther, and expressing his opinion, that, whatever parents may do, many may fail, in consequence of evil influences around them, to become good moral citizens.

Dr. Coles, of Boston, subscribed to the general doctrine of the lecture; but he thought that something more should have been said on the importance of physical education. He felt called upon to express his strong protest against many habits in eating and drinking, and he especially denounced the use of tobacco in any form by pupils, and said that he hoped the American Institute of Instruction would never give its countenance to any teacher who used tobacco.

Mr. Wm. D. Swan, of Boston, then moved, that the subject of the lecture be laid on the table, to be taken up, for further discussion, to-morrow—which was agreed to; and on his motion, the following Committee was appointed, to nominate a list of officers for the ensuing year:—Messrs. Wm. D. Swan, Wm. D. Ticknor, and George Allen, Jr., of Boston, Mr. Woolson, of Portland, and Mr. J. W. Bulkley, of Brooklyn, N. Y.

The meeting then adjourned.

SECOND DAY—MORNING SESSION.

At ten o'clock, the Institute was called to order. Prayer was offered by Rev. Thomas Hill, of Waltham, Mass.

Mr. Cyrus Pierce, of Newton, offered the following Resolution:—RESOLVED, That a Committee be appointed by the Chair, to consider the comparative and real merits of Webster's and Worcester's Dictionaries, in respect to definitions, orthography, and orthoëpy, especially in their adaptation, as standard works, to the use of our common schools, and to report at the next session of this Institute.

The Resolution was sustained by Messrs. Pierce and Wetherell, of Amherst, and was opposed by Messrs. Hedges, of Newark, N. J., Perry, of New London, Conn., and Baker, of Gloucester.

Mr. Baker moved its indefinite postponement.

Mr. Bunker, of Nantucket, moved the previous question, which was sustained.

The motion for indefinite postponement, was then carried by a nearly unanimous vote.

Professor J. G. Hoyt, of Exeter, N. H., was introduced as the lecturer of this forenoon. His subject was—

THE EVIDENCES OF PROGRESS IN EDUCATION.

Of course a comparison was necessarily instituted as to a great variety of topics. As to the "lost arts," so called, he said he did not believe any really valuable art had ever been lost, though it is true that there is no power known to us by which the stupendous masses of rock can be moved, as they were moved in former ages, nor have we any instruments with which the copper facings of some of their works can be cut so smooth as they were cut by them.

As to the works of literature, those of the ancients were, in a great degree, frivolous, relating to cooking and trifling questions.

The evil effects of a misdirected education were pointed out in a forcible manner, and the importance of right mental and moral discipline to the masses in our country, was set forth and urged by a variety of illustrations. To show the amount of mental progress which has been made, a thorough investigation was entered into as to the difference between the former training in mathematics and our own. The especial fitness of mathematical studies to improve the mind was shown by the fact, that it requires a regular gradation in improvement and power of thought from the plainest propositions to the most abstruse; also, in the fact that no particle of real acquisition which is ever made, is lost: it becomes a part of the mind itself. Other peculiar advantages of the study of mathematics in mental training were pointed out, such as that it deals with abstract truths and affords mental exertion without stimulating the passions or emotions. But the crowning excellence of mathematics is its fitness to induce habits of concentrated, continuous and patient thought. The one grand object in mental education is to teach the people to think. It is, doubtless, true that there is less vicarious thinking now than ever before, but there are not a few who are content to stand in the shadow of a great name, and "crook the pregnant hinges of the knee" to a great man. Not a few are disposed to cough when their theological or political hero happens to take cold. But the number of these is growing "small by degrees and beautifully less."

The good results of our Common Schools were then shown, by a comparison of the number of patents issued to the Free, with that issued to the Slave States. Of the 16,685 which have been issued previous to 1850, about 14,000 of them were issued to the Free States where Common Schools exist. Of these, New York has received 3,245, and Massachusetts 2,171, while Virginia, "the mother of Presidents," has received only 568.

The practical application of mathematics to the business of life was never made by the ancients, to any great extent. There is more of science in one water-ram than the ancients ever applied to all their hydraulic works. It was said by the ancients that the plough was the gift of the gods; but a comparison of one of the ancient ploughs with one of Ruggles, Nourse & Mason's, of the present day, would not redound to the credit of celestial science or workmanship.

The increasing interest in female education, is another indication of progress. In one of the earlier Christian councils the question was discussed whether woman was a human creature or not. It was gravely decided, at last, that she was, though she was made to feel that there was an impassable distance between her and those who looked down upon her. A school for the education of girls was never heard of in any ancient nation. The traits of female character which fit them for teachers were spoken of, and Prof. H. said that not only were they best adapted to teach primary schools, but he believed that a majority of the Grammar Schools would be better taught and better governed by females than males. The governing and controlling influence of woman was fully expressed by Byron, when he said:

Oh, Night,
And Storm, and Darkness, ye are wondrous strong,
Yet lovely in your strength, as is the light
Of a dark eye is woman!

As an educated woman can exert a great influence for good, so an ignorant one is a cause of great evil. Charles Wilkes said that the worst use you can put a man to is hanging; but marriage is the worst use to which you can put an ignorant woman. It ought to be a capital offence for an ignorant woman to marry.

The introduction of music is another indication of progress in common schools. He was a believer in Solomon, and thought that a rule might be enforced, if necessary, and illustrated with *wood cuts*; but a song was better than a blow, and a fiddle was better than a ferule in a school.

Mr. Pierce, at the close of the lecture, explained still further the reason for offering his Resolution with reference to lexicons. He had no design to enter into any controversy, but simply wished to get an able, learned and impartial report on the merits of the two works.

After some matters of business, and the acceptance of invitations from the citizens of Bath, to take an excursion on the river this afternoon, and from Prof. Packard, to visit the college at Brunswick to-morrow morning, the Institute adjourned.

AFTERNOON SESSION.

The Institute met this afternoon, at two o'clock, and Rev. E. P. Weston, of Gorham, Me., was introduced as the lecturer. His subject was, "*The Education of our Daughters.*" The lecture occupied something over an hour in its delivery, and was a production of great thoroughness and interest. The education of young men, said he, even if allowed to be more important — which he did not allow — is not attended with the same difficulties as that of young ladies. They are destined for the mercantile or mechanical or professional pursuits, and their general course of preparation seems to have been somewhat definitely settled. The kind and amount of knowledge supposed necessary in the various employments of man, seem to have been established by a sort of general consent. Their education is thus conducted with a degree of method which brings it to a definite result. From the nature of the case, it is otherwise with our daughters. Parents are not to choose for them their position and pursuits in life. We prepare our sons to go forth into the world according to their own choice or ours, with a definite course given them, as a merchant fits out his vessel for some particular port. He knows the seas that intervene, the general nature of the currents and winds and climes, and the demands of the market to which his ship is destined. Not so with our daughters. They are to leave us for employments in life now little expected. We send them forth like ships upon a mighty venture — we know not over what placid or stormy seas, to what friendly or hostile climate. Entrusted to others, to become their wealth instead of our own, how important that they be laden with all goodly treasures—merchandise adapted to every market; the wheat and the gold that command their price in every clime.

The foundation of a good education must begin in the nursery. It is a question of intense importance to our daughters, how they shall improve the years between the period of early youth and the period of the responsibilities of womanhood; how they shall be best trained to fill the sphere which they will occupy. What should they become? What elements should be wrought into their established characters? Those elements are suggested in the language of the King of Israel, "That our daughters may be as corner-stones, polished after the similitude of a palace." While firmness is indicated by this description, grace is also represented by being "polished."

The female character should combine solidity and grace. We have, said he, no sympathy with those who would secure to their daughters mere accomplishments; hardly less with those who

would be satisfied with a rough but substantial basis. How shall these two be attained? As you proceed from rude society, you find a want of strength and of proper physical development. Where restraints are not imposed by artificial society, and where a certain amount of labor is constantly performed, a sufficient amount of healthful exercise is consequent, of course. But where young ladies are exempted from labor, by a supposed gentility, or neglect of exercise, the consequences are noticeable. In schools where young ladies are anxious to make the utmost progress in mental attainments, they are quite prone to neglect that exercise which is productive of a sound mind and a sound body.

Among the studies which young ladies should pursue, a systematic study of the laws of physical health is important.

But, important as it is, it derives that importance, mainly, from its connection with the higher powers. It is sometimes said that woman's sphere is that of the affections, with the idea included, that she has little need of the cultivation of the intellect. But the varied circumstances of woman's condition as really call for high intellectual endowments as those of men.

The course of instruction best fitted to secure a generous intellectual education for young ladies, was then pointed out. The attention, memory, judgment and reasoning powers, need to be educated in a well-balanced female mind; and among the studies to be recommended to secure their cultivation are, first, the mathematics—but not to an undue degree—the modern and ancient languages, the natural sciences, and history and biography. Composition was also classed among the best means of securing for young ladies facility in expressing their thoughts, whether orally or in writing. Taste, or the power of appreciating the beautiful, belongs especially to woman, and a fine taste is one of the essential endowments of the female character.

The studies best adapted to improve taste, such as music, drawing and embroidery, should constitute a part of the instruction of every young lady who aims to be well educated. The study of elegant writers, who have written purely, so far as their moral teachings are concerned, is an important means of improving the taste. The cultivation of the affections is also necessary; and, if need be, they should be restrained. Too little pains are taken to educate this department in woman's character. If books are added upon moral culture, they too often leave the affections untouched. If our youths but reason correctly and remember well, if their wits are sharp, their perceptive powers keen, it seems to be thought sufficient. But is it of no importance whether our daughters shall become in feeling like Ruth or Jezebel, a Lydia Sigourney or a Fanny Wright? The best method of cultivating the affections was then dwelt upon, and the importance of restraining them, in some cases, insisted upon.

The too great love of society and of dress was also rebuked in proper terms, and the superiority of the Bible, as a book to cultivate the taste, and of the Christian religion, to purify and cultivate the affections, was strongly urged.

At the close of the lecture, the Institute, by the kind invitation of the citizens of Bath, took a short excursion on the river, and returned at an early hour, highly pleased with the trip and gratefully impressed with the cheerful efforts which the good people were making to render the visit of the teachers one of pleasure as well as of profit.

EVENING SESSION.

The Institute met again in the Central Church, at half-past seven, and after a voluntary on the organ and the singing of the song, "The happiest time is now," in excellent style, by a Quartette Club, Rev. F. D. Huntington, of Boston, was introduced, who addressed the audience for an hour and a half, upon the subject of "*Unconscious Tuition*," or that part of a teacher's work which he does when he seems not to be doing anything at all. He said the central thought of his doctrine was, that the ultimate object of the teacher's profession is, not the communication of knowledge, nor even the stimulating of the knowing faculty, if we understand by that faculty one quite distinct from the believing faculty, the sensibility and the will. Education involves appeals to faith, feeling and volition. In any liberal or Christian acceptation, education is not the training of the mind, but the man. The elements of humanity cannot be partitioned off like so many rooms in a dwelling or so many portions of the soil. One-sidedness has been the vice of all systems of education hitherto.

Mr. Huntington then stated his three main propositions, which were: First, that there is an educating power issuing from the teacher, not by design, but silent and involuntary, as indispensable to his true function as any element in it; Second, that this unconscious tuition takes its quality from the undermost substance of the teacher's character; Third, that, as it flows from the very spirit of the teacher's own life—being an effluence, so it is an influence acting on the mind of the scholar.

The highest thought and deepest emotion are not communicated by outward expression. Nature gives a broad hint to this proposition. When she discloses any of her grandest pictures or sculptures, she shuts her lips. "My children, be still," that august schoolmistress says, before she lifts the veil from any majesty or splendor. If we are presumptuous enough to talk, she secretly rebukes our babbling. When her diapason voice sounds, our loquacious one must cease. Some of the deepest,

profoundest impressions, are made on our minds, independently of spoken words, by signs, influences and associations beyond any speech. It was said of Lord Chatham, that everybody thought there was something in the man even finer than his words. We are taught, and teach by, something that never comes into language at all. This is often the highest kind of teaching, and has the most effect, for the very reason that it is spiritual in its character, noiseless in its pretensions, and constant in its influence. The moral power of the teacher's own person possesses this unconscious influence.

If we enter a number of school-rooms, we shall see a contrast something like this, said Mr. Huntington. In one is a personal presence which it will puzzle us to explain. First, there is an absence of all effort. Everything is done with ease, but after all with energy. There is no shuffling and lounging in the ease of manner. There is dignity and determination in it. This teacher accomplishes his ends with singular precision. He speaks less by his voice than by his manner; but his idea is caught, and his will promptly done. Everything is done correctly; and though he does not seem to be there, the business is done, and done remarkably well. Authority is secured, intellectual activity is stimulated, knowledge is got with a hearty zeal.

Over against this, we have another who is the incarnation of painful and laborious straining; a constant perturbation, an embodied flutter, a mortal stir, an honest, human hurly-burly. In his personal intention, he is just as sincere as the other. Indeed, he tries so hard, that his boys seem to have made up their minds that he shall try harder yet, and not succeed after all. So he talks much, and multiplication of integers is only the multiplication of fractions. He expostulates, but these expostulations roll over the boys' heads like bullets shot over the ice, and his gestures indicate nothing but despair. If you ask the good master, How do you account for this difference? he will be perplexed to tell; nor will the restless one understand his feebleness any better.

The Creator has established certain signs, which reveal the great moral secret. One of these is the temper, which issues bulletins that are read every day by the boys, and read correctly. He cannot stop to analyze the impression made upon him, but he takes it, and it becomes a part of himself. It is either the dew of gentle signs, nourishing him, or it is the "continual dropping of a very rainy day," which Solomon compares to a contentious woman, though he probably had not a cross school-ma'am in his mind.

Another instrument of this unconscious tuition is the human face. This is the unguarded rendezvous of all the imponderable couriers of the heart. The eye itself, in its royal port and

power, is the born prince of the school-room. Nature made the countenance of man to reflect the spirit of his life. The faces we love to look upon are those which are really beautiful; and they are the faces of lovely persons. No matter about Juno nor Apollo. Scipio said, "the countenances of holy men are full of royal power." The soul, such as it is, will shine through.

Another of the unconscious educating forces is the voice, the most evanescent and fugitive of things, and yet the most reliable as a revealer of secrets — the voice, irrespective of what is said, simply as a sound.

Another is that combination of physical signs and emotions which we designate in the aggregate as "manners." It was said that an observer could tell, in parliament, in the morning, which way the ministerial wind blew, by the manner in which Sir Robert Peel threw open the collar of his coat. It used to be said, among the "old-school" gentlemen and ladies, that a courtly bow could not be made without a handsome stocking and slipper. But the principle that rules the life is the sure posture master. A wrong is inflicted on the school-room, for which no scientific attainments can be an offset, by a coarse and slovenly teacher and vulgar presence, munching apples or chestnuts, like a squirrel, pocketing his hands like a mummy, projecting his heels nearer the sky than the earth, like a clown, and belching saliva like a member of Congress.

After referring to the general neglect of the education of the imagination, Mr. Huntington passed to remark on the importance of this unconscious tuition to dull, stupid scholars. It is about all the tuition they get; all they get pleasantly, and all that sinks in. What a jubilee when they find a teacher who teaches by his looks and heart-beats and spirit! He then gave a most graphic description of the scenes in a school-room on certain days, known to teachers as days when everything seems to go wrong, and the spirit of mischief rules the pupils. Days when everything is harmonious were also described, and these days of depression and of elevation were represented as high and low water marks which show the sweep of the tidal waters within the teacher's own breast. As the principles of the psychology are better known, the time may come when these special moods may be understood, and their return predicted with as much certainty as an eclipse.

The saddest perplexity that teachers have to meet is to solve the question how their moral duties may be most effectually discharged. When the child's conscience and spirit are approached you confess the uncertainties that invest that nature. Need it be so? Have we no promise from God? Is there no covenant for us? Is not temptation itself subject to spiritual laws which we may more and more comprehend as we ascend nearer

to Him who "has put all things under his feet?" What we daily sow we shall reap. What is in us, will out. If we mean to train disciples to Christian virtue we must tread the road ourselves. The graces of Christianity must be set upon the breasts of the pupils by teachers who illustrate them by their own lives. In closing, Mr. Huntington spoke of teachers as being, under Christ, directors of an immortal rearing, ministers of our social institutions, the regulators of families, apostles to the church, fellow-helpers to the truth of Him who is the Father of all families, King over all empires, the Head of the Church.— "If," said he, "I heartily congratulate you on such possibilities and opportunities, will it be deemed a presumption that I have urged you to be disinterested in that friendship, wise master-builders, faithful apostles?"

Mr. Greenleaf, of Brooklyn, N. Y., then repeated a notice which the President had previously given, of a meeting of the American Association for the Advancement of Education, to be held in New York on the last four days of August, and urged the attendance of members of the Institute.

On motion by Mr. Perry, of New London, Conn., three members of the Institute were appointed as delegates to attend the above meeting, viz., Messrs. Perry, of New London, Tower, of Boston, and Wm. H. Wells, of Westfield, Mass.

Mr. Bulkley, of Brooklyn, N. Y., then suggested that he wished to have the Institute express its sympathy with those in foreign lands who are engaged in general education, and offered the following Resolutions:—

Whereas, The principle of home and foreign correspondence, visitation and exchange, has demonstrated its utility and power, therefore,

Resolved, That the American Institute of Instruction recognize in this principle a means by which all our educational interests may be greatly promoted.

Resolved, That we enter into correspondence, exchange of publications, and intercourse by delegates with kindred associations in the United States and foreign countries.

Mr. Perry said, in reference to this matter, that, when abroad, he met with teachers in every part of Europe, and beyond it, who expressed themselves willing to join with any association for such exchanges as the resolutions contemplated. These exchanges might be at once commenced. Mr. Vattermare said to him that he would be glad to be a medium of communication in such an enterprise.

The resolutions were then adopted, and the Institute adjourned.

THIRD DAY—MORNING SESSION.

After the return of the members of the Institute from their visit to the college at Brunswick, the Institute was opened at ten o'clock with prayer by Rev. Mr. Phipps, of Ipswich, Mass. Rev. Thomas Hill, of Waltham, Mass., was introduced as the lecturer of the morning. He announced as his thesis, that *Geometry is the foundation of learning*. This is the science which is always taught in Nature's school. It has been neglected since the invention of logarithms, but it has remained the foundation of all knowledge; and no man has learned anything truly, until he has got enough of geometry to build that knowledge upon.

The reverend speaker then gave the outline of his views of a perfect education. As the child is a will, actuating a body under the impulse of sentiment, appetite or passion, and by the guidance of reason, four sorts of education are requisite; for the will, the body, the impulsive nature, and the reason. Intellectual training is, therefore, only one of the four indispensable branches of true education.

Mr. Hill divided science into five branches, viz.: Theology, Psychology, History, Natural History, and Mathematics. Then, taking these divisions, they necessarily follow each other in the reverse of the order in which they are enumerated above, so far as relates to time. All knowledge rests upon a double basis of perception and conception, of sensation and consciousness. The perceptive faculties are first developed and the conceptive last. The infant only perceives. He does not reason. For many ages geometry was made the first, and almost the only, study for the young. Of late years, and especially in our own country, the science has been greatly neglected.

The child begins to study geometry as soon as it opens its eyes and distinguishes a circle from a square, a chair from a table. Did the infant fail to learn what it does of form and space, it would be an idiot, and could not learn anything else.

Mr. Hill said, the reasoning powers are the only ones called into play in ordinary education. The child is directly taught only to reason and remember. The copying of simple outlines should be taught in order to train the perception. Of all that we learn, no truths are so intimately connected with our own happiness as those of geometry.

At the close of the lecture the subject was briefly discussed.

Dr. Barnas Sears first spoke, expressing his general approbation of the lecture, though he said there were some points in respect to which he might not entirely agree with the lecturer. He was pleased at the exhibition of vigorous thinking which had

been made, and whether the doctrine of the lecture was true or not, there was enough in it to contribute to his enjoyment.— This world of beautiful forms might be looked upon with more pleasure by teachers and pupils, if what is beautiful and true were more often contemplated. This would train the mind to those elevated ideas to which all education should tend.

Prof. A. Crosby, of Boston, also expressed his gratification at the manner in which the subject had been presented. He wished the leading principles of the lecture could be incorporated into our habits of thinking and feeling on the subject of education. He had no question that geometry was essential as *one* of the foundation studies, and had no objection that it should be called a corner-stone, whether it lay at the foundation of *all* studies or not. Still, there must be other corner-stones. A teacher of music would contend that the ear is the first medium of ideas, and that a child comprehends the voice of its mother, before it can have any idea of the forms of objects around it. The observation of color comes along with the observation of form, and without this, color would be a mere daub.

He thought the study of forms was too much neglected in common schools. What idiots we should be, had we not the beautiful forms to study which God has thrown around us. Every object,—the earth, the beautiful forms of the vegetable world, the branches, the leaves of trees, the out-gushing fountain, the mountains and the stars rising in solemn stillness above us, invite to the study of geometry.

In conclusion, Prof. Crosby expressed his entire sympathy with the lecturer, in his earnest labor to secure the just rights due to geometry in our common schools. He also urged all present to make themselves acquainted with the works which Mr. Hill had produced for the purpose of interesting the young in the study of geometry.

Mr. Hill responded to the remark that a teacher of music would claim for it a precedence over geometry, that there is no science directly founded upon the sensations of color or sound. Music, as it relates to the ear, is an art—the art, because it is the highest art. He would say, then, that music was the necessary foundation of all moral culture; geometry the foundation of all intellectual culture.

The Institute then proceeded to the choice of officers for the ensuing year, which resulted as follows :

President—John Kingsbury, Providence, R. I.

Vice Presidents—S. Pettes, Roxbury; Barnas Sears, Newton; Gideon F. Thayer, Boston; Horace Mann, Yellow Springs, Ohio; George N. Briggs, Pittsfield; Benjamin Greenleaf, Bradford; Daniel Kimball, Needham; William Russell, Lancaster; Henry Barnard, Hartford, Conn.; William H. Wells, West-

field ; Dyer H. Sanborn, Hopkinton, N. H. ; Alfred Greenleaf, Brooklyn, N. Y. ; Cyrus Pierce, West Newton ; Solomon Adams, Boston ; Nathan Bishop, Boston ; William D. Swan, Boston ; Charles Northend, New Britain, Ct. ; Samuel S. Greene, Providence, R. I. ; Benj. Larabee, Middlebury, Vt. ; Thomas Cushing, Jr., Boston ; Rufus Putnam, Beverly ; Ariel Parish, Springfield ; Leander Wetherell, Amherst ; Ethan A. Andrews, New Britain, Ct. ; Thomas Baker, Gloucester ; John Batchelder, Lynn ; Daniel Leach, Providence, R. I. ; Amos Perry, New London, Ct. ; Nathan Hedges, Newark, N. J. ; William J. Adams, Boston ; Worthington Hooker, New Haven, Ct. ; Zalmon Richards, Washington, D. C. ; John D. Philbrick, New Britain, Ct. ; John W. Bulkley, Brooklyn, N. Y. ; Samuel F. Dike, Bath, Me. ; Thomas Sherwin, Boston.

Recording Secretary—D. B. Hagar, Jamaica Plain.

Corresponding Secretaries—George Allen, Jr., Boston ; A. M. Gay, Charlestown.

Treasurer—Wm. D. Ticknor, Boston.

Curators—Nathan Metcalf, Boston ; Jacob Batchelder, Lynn ; Samuel Swan, Boston.

Censors—Charles J. Capen, Joseph Hale, Joshua Bates, Boston.

Counsellors—Daniel Mansfield, Cambridge ; Samuel W. King, Lynn ; D. P. Galloup, Lowell ; A. A. Gamwell, Providence, R. I. ; Elbridge Smith, Cambridge ; Solomon Jenner, New York ; F. N. Blake, Barnstable ; Charles Hutchins, Providence, R. I. ; Moses Woolson, Portland ; Alpheus Crosby, Boston ; Calvin P. Pennell, Yellow Springs, Ohio ; Samuel John Pike, Lawrence.

THIRD DAY — AFTERNOON SESSION.

The Institute met this afternoon at two o'clock and took up for consideration the question of the relative importance of the ancient classical and of scientific studies in an American system of education.

Professor Alpheus Crosby, of Boston, considered the subject presented for consideration one of the most important that could be discussed, because the two classes of studies concerned have for a long time divided the attention of educationists. In England one of the great universities gives prominence to, and derives its glory from classical pursuits, while the other, though it has not neglected the classical, has given prominence to mathematical and scientific pursuits. There is scarcely a meeting among earnest men engaged in the work of education, at which the question is not presented and the necessity of the classics urged. On the other hand

there are those who complain of the low state of classical education among us. They compare our public schools with the English, with Eton, Harrow and Rugby, and mourn the inability of our pupils to write Latin. Or they refer to the poems in Latin and Greek which are written at those universities, and ask in what American college these can be produced.

Or they turn from the colleges to the Gymnasias of Germany, and pointing to the learned works sometimes produced by the young men, they ask, What professor is there in an American university who could bring forward a work like this? Others complain that so much time of young men, and often of young ladies, is given to the study of Latin and Greek. The question is asked, Who talks Latin now? What occasion is there for writing it now? But after all, those who most magnify the ancient classics, read the elegant translations with much more enjoyment and appreciation than they do the original. As we are beginning a new career in politics and legislation, should we not throw off these trammels of the European schools and colleges, and, letting "the dead bury their dead," permit these dead languages to rest in peace? They sometimes quote the Latin phrase for the burial of the Latin, "*requiescat in pace*," and they say, Let us map out science as it has been mapped out by the Great Author of matter and of mind; and throwing out a prospectus like that given this morning, they say, So much time for the study of nature and its properties, so much to history and literature, and so much to the study of the Great Author of external nature and of mind. So much interest there is about these various questions, so much of practical discussion from these two armies in the field, with their earnest leaders and their enthusiastic followers, and it would be strange if there should not be found in such an assembly as this, good knights in the cause of education who will take up the shield and spear and give battle for what they believe is the right and the true.

Rev. Mr. Hill, of Waltham, said: I am glad the question is under consideration, for I want to speak on the other side. Having given my opinions this morning on the side of mathematics, I wish to give my feelings on the classical side,—and not my feelings only, but my opinions; for those who did me the honor to listen to me this morning will remember that I said that history was one of the great divisions of human learning—the history of what man has done. The noblest thing that man has done is to think, and he expresses his thoughts not only by his acts, but by his words. And Sallust has said, that it is not only praiseworthy to do well, but also praiseworthy to speak well concerning that which has been well done.

The history of human thought has been written in human language, and we shall only understand the progress of the human mind when we understand the progress of human language. No man knows his mother tongue until he knows all other languages. No man understands English well until he can trace back the derivation of his English words through their ancestry up to the earliest known language.

The study of language throws light upon every other science. We have some of us had the pleasure of hearing the great master of Zoölogy draw an argument for the settlement of a question of physiology—a question of strictly zoölogical research—from an examination of the languages of mankind, showing that there were inherent in the languages themselves generic differences as well as specific differences.

It is impossible for us in our ordinary modes of education, to lead every man up to the heights of each particular branch of study. It is impossible for a man to become in these days a paragon of universal learning. He may be a universal genius now as well as at any age. But it has been said that in the nineteenth century, the man that would study butterflies has no time to study beetles. The immense variety of details in each branch, makes each one a life-long study. Indeed, *a priori*, it must be so. The work of an Infinite Creator embodies at every atom infinite wisdom. There is not an atom of matter but will suggest to the spirit not only life-long studies but such as are to last through eternity. They never can be exhausted because they are the workmanship of an Infinite Being. And it is impossible, and would not be desirable, to lead scholars into any high classical attainment. But we should not only have a good classical course of education for a large proportion of our young people, but we should have a classical spirit imbued into all our common school education. If our friend, the master of the high school at Cambridge, were here, we might well take up the time that was to have been given to Prof. Lewis's lecture to hear him explain the use of the English classics. By the classical spirit, he understands our appreciation of the beautiful in language. This we can introduce into common schools. Children of four or five years old will be interested in it. They will almost invariably ask, when told the name of a new object, "Why do they call it so?" They have an instinctive feeling that there is a reason, and that our names are not arbitrarily affixed to objects. The origin of language must have been a simple catalogue of names. We will include, if you please, lest I should be taken up by some more learned philologist than myself, verbs among the original words. At any rate it is impossible for us to conceive of language, but as suggested by external things. Words

were, perhaps, attempts at the representation of things, it may be of the sound that a thing produces, it may be some other attempt; but they are the necessary results of the nature of the thing or of the formation of our organs. In many cases we cannot trace this, but in thousands we can.

If we examine closely the sound of a word, and the spelling, and give the ancient pronunciation to the spelling, we can trace the reason why. Why is it that *sn* and *sm* scarcely ever come together without referring to the nose? There is some connection, some drawing up together of the nose, some attempt to imitate a "*nosing along*." Mr. Goddard said the first time the word "*sneak*" was born, a man called his dog up to him, and the dog, instead of coming up, went off with his tail between his legs and his nose to the ground, and the man looked at him and said "*sneak*." It may be so. At any rate it is a curious fact that a snake is an animal that sneaks; a snail drags itself along; snarl denotes a drawling sound through the nose; snuff is an article applied to the nose quite too much. So of many others, as snub, snuffle, snigger, snob, sneeze, snort, snout,—almost all refer to the nose. A child would be interested in that fact, or any one of a thousand like it. And this is adapted to a common school without going into Latin and Greek, which are valuable adjuncts, and almost invaluable to those who would carry the study of philology further.

But the question is, How much time should be devoted to these studies? I think that in this case, the English schools have erred. I think that time is wasted in America by those who use Arnold's books. My own firm conviction upon this subject is, that we have erred in making this an intellectual exercise before the mind is adapted to it. Grammar belongs not to children but to adults; it pertains to the reason. The perceptive faculties come to maturity at fifteen, the imaginative, at or before twenty-five; the reason seldom comes to maturity before thirty. And we should take every possible subject in that order, teaching first the senses, and afterwards, last of all, the reason.

Now, in languages, the first thing is the connection between the sound and the idea. It is not an original analysis of the structure of the language. It is simply a knowledge of the construction of words and of the practical mode of arranging sentences. This is attained in reading. I have always enjoined the practise of rapid reading—not critical, but rapid reading. In this way much greater attainments can be made in shorter time. And not only is time saved, but a better insight into the spirit of language can be given than by the slow and critical mode given by Arnold's works—the critical study of short sentences. You get nothing of the spirit-

of Latin until you have read an oration of Cicero at a single sitting, nor of the Greek until you read one of Demosthenes in the same manner. What would a child know of the English language, if his sole acquaintance with it arose from his careful study of "Greene's Analysis"? I would not have merely rapid reading. I would not disjoin the two methods.

The President humorously suggested that, though the question under consideration had been illustrated, it was not yet quite demonstrated.

Rev. Mr. Cushman, of New Castle, Me., suggested that the mode of acquiring a knowledge of language which Mr. Hill had proposed, seemed to him scarcely appropriate for the acquisition of Latin, though it might be so for acquiring the French language.

Mr. Allen said the subject presented was large, and in some measure so distant, that it may be compared to the moon, which it is said to be difficult to measure for a suit of clothes. And yet there are tangible and easily visible points to the question. It is a question of practical bearing upon an American education—and I take it a good American education would be a good European education, and the very best European education would fall nothing short of a pretty good American education. The question is, To which do we give the most practical use, the greatest number of uses, and have the most frequent occasions for using? Language is what we use every day. We use it when we rise up and sit down, when we walk by the way, and when we lie down at night—at least the words are on our minds, and they exert their power upon our purposes and our hearts. I take it that no man who speaks the English language can have a perfect knowledge, or an approximation to a perfect knowledge of his mother tongue, without a knowledge of Latin at least, which is the basis of so much of what we call and use as the English tongue.

I would ask by what power those men who have controlled mind in their own country, in different nations, have done it but by language? Where is the power of the pulpit and of the rostrum? And who are the great men that have done the most for this country to distinguish it from all others; who have done most to express its true character and the power of its institutions upon other countries, except those who have—as a general truth—been familiar with the classics? What could the men who came to New England have done but for the power of language?

An early acquaintance of mine,—“Honest John Davis”—with whom I fitted for and was in college, when he was about to return from his first session in Congress, went to Mr. Web-

ster and said : I wish to buy a few books to take home, and I wish your counsel. What shall I buy ? Said Mr. Webster, "Buy dictionaries ; I read dictionaries." He did understand dictionaries ; and all who heard and felt the power of Mr. Webster's demonstrative words, felt the power of the English language, and the effect of the use of the dictionaries that recorded the meaning of our own words, an acquaintance with which and with their original power, as they come down from classic ages, Mr. Webster had formed.

What did science do for Burke ? She did something ; she did much. But the classics did much more to discipline his mind, and to make him the political and moral philosopher that he was ; and to make him, in these respects, stand out distinctly from other men. Mathematics were his hate, though he learned them some. The classics were his delight, particularly Virgil and the Odyssey of Homer, so often postponed to the Iliad—but may I not say to you, more full of beauty and of that wisdom which is useful in all ages ? And who have been the masters of English literature, and remain its masters, but Milton and Shakspeare, who is so often supposed by the ignorant to have known little or nothing of the classics ? But whoever reads his works will see that he not only read much their translations, but they will see that he was a much better classical scholar than most of those who listen to the president of a college when he says, "*hoc little scroll of parchment tibi trado.*"

Patrick Henry has been spoken of as a native orator and has been compared to Red Jacket, whom I have heard speak at a council fire with his own native eloquence, rising gently, modestly, with an easy dignity and grace, commencing moderately, rising higher and higher and commanding the audience from almost his first whisper to his loudest intonation.

But to come back to him who was called the Red Jacket of our orators, (Patrick Henry) how came he by that power ? If eloquence consists in temperament, as Dr. Beecher has said, he had it not ; but he was educated classically. His father was a scholar, and under his instruction he early learned the classics, and they were imbedded in his mind. And although he may not have pursued them after he came to manhood, except casually, their power was in him, and the nation at this moment feels that power, and will feel it to the end of time.

The President again facetiously reminded the Institute that the subject was not exhausted. Nothing had been said about Dr. Franklin, who, he believed, did not study the classics.

Mr. Allen briefly responded that Franklin undoubtedly regretted that he did not.

Mr. Bunker, of Nantucket, said he was too little acquainted with the merits of the subject to discuss it profitably. He in-

quired if there was not danger that the classics would fall into disuse and neglect at the present day, when so much more encouragement is given to inventive talent and to efforts for simplifying processes. Men are apt to direct their energies to that which will be most appreciated and best rewarded. The man who devotes himself to the classics must not hope for high distinction at the present day. He thought it important, therefore, that special efforts should be made to prevent the classics from falling into contempt. If language is the great power to move the minds of men, then he who has most studied it is best fitted to do it, for he can best express thought.

In closing, Mr. Bunker said that they who have given their days and nights to the study of the languages are best fitted to discuss this question, and he felt his own incompetence.

Mr. Hill replied that, as Mr. Bunker had suggested that those should speak on the subject who have given their days and nights to its consideration, he would quote from a man (Gilbert Wakefield) who was preëminently a scholar in the classics, a man who spent weeks to find whether Jupiter should be spelled with a double p, and finally concluded that it should; and afterwards always spelled it so in his works. He says:

“Happy the man who has laid deep the foundation of his future studies in the recesses of geometry, that ‘purifier of the soul,’ as Plato calls it, and in the principles of mathematical philosophy; compared with whose noble theories, I make no scruple to declare it, our classical lucubrations are but as the glimmering of a midnight taper to the splendors of an equatorial sun.”

However, I think that man’s judgment was warped, and that in the contempt which he poured on his own study, he erred as much as in the devotion of his time so much to Latin.

The question presented is one for which we have no data. It is mathematical; it comes strictly within my province—the domain of quantity. Now we must have as many conditions as there are unknown quantities. In this case we have not, and it is impossible to say what is their relative importance, because they are in one sense of equal importance. To make a whole man he should understand everything. At least, he should have the spirit of each science; should understand enough of each to sympathize with the spirit of it. Any prejudice which a man feels against any science is a narrowness. A man should be led far enough into each science to catch its spirit, so that he may sympathize with those who take it up as a speciality and run it on to its utmost limit. Unless a man does this he is apt to think that that which he has studied is the only thing worthy of study, which must be an error of course. We want

to understand the whole of God's providence; why God put us here, and what for. The mere knowledge of facts is not science; else an empirical law, such as Kepler's three laws of astronomy, is just as good as Sir Isaac Newton's theory of gravitation. The French definition of the aim of science is, the endeavor to reduce all facts into a single formula. That is not the aim. I can express all the formula of astronomy without the slightest regard to the nature of the thing. The mere expression of a fact is not the science. Science is a communion of thought with the Infinite mind. Certainly He made us rational beings and designed that we should communicate with each other; and therefore, in one sense, language is artificial, and the work of sinning man; in another sense it is a divine work as much as the planets. There is nothing low nor mean on earth, except what we make mean. The soul, in true communion with its Creator, is ennobled. It can behold nothing except as a part of the divine plan, and its aim is to understand that plan. But this is not the place to discuss revealed religion, and I may have caused a wound in the minds of some by the assertion I have made; but if I were to go on I should probably heal it again. I make these statements not as a clergyman, but as a man of science.

The President said he would like to mention one fact. He met, a few years ago, with a gentleman who had graduated with considerable distinction at the great Classical College in England. He was then travelling as the tutor of the children of a wealthy family in this country, and he came in contact with one of our educated Yankees, who got into conversation with him, and had occasion to speak of History, and of Old Style and New Style. This very highly educated man opened his eyes widely. He had never heard of double dates; he did not believe there was such a thing as double dates. The question became so serious, that it was referred to a clergyman, for decision. That is a one-sided education. But he went further. We have some acquaintance with the *Westminster Review*, but that gentleman had scarcely heard of the *Westminster Review*. The question is, Shall we make our boys spend six or eight or ten years in the study of the technicalities of the ancient languages? They can talk their mother tongue very well, and where they have not been vitiated by contact with servants, as they are apt to be in wealthy families, they speak our language correctly, in imitation of their parents. The question is, whether we shall spend so much time in teaching the languages, or more in showing them what God has done for us in this beautiful world of ours. There is the single branch of science (electro-magnetism), which has come into existence since I have lived. How many understand it? Very few. Should we omit that? There is chemistry,

too. It is a good thing to have a potatoe boiled well ; yet, how many can boil it well ?

Mr. Hill then said there was scarcely a classic author fit to be put into the hands of youth, or, indeed, of a man, until one has gone over it and struck out many passages — not mere refined coarseness, such as defiles Shakspeare. In Shakspeare, there is no impure thought, or but seldom ; but very coarse language. But in the ancient classics, the best of men are impure in thought.

Mr. Allen said he supposed that objection, if carried out, would cut us off from reading the Bible. But let me speak, said he, of the influence of the classics in elevating the mind. Where do we find nobler sentiments ? where do we find them so beautifully expressed ? If we refer to those men who gave being to our colonies and to our nation, they were all of them classic-bred, and most of them under the instruction of that great classic scholar, John Lovell, who, for more than fifty years, was at the head of a Latin school. And though some who were taught by him were compelled to say that they were brought up in the school of one *Tyrannus*, yet all admitted that they were indebted much to him for the instruction of their own minds, and the increase of their powers which made them useful. How often did they quote, for minds that could understand them, those sentiments of liberty, justice and right, and all that was magnanimous in American character, showing that their own minds, in the seven years' training, were imbued in the classics with those instructions which were still active powers, and whose influence they were spreading all abroad.

I do not undervalue scientific attainments. So far from it, I have a great and habitual reverence for them. But for which — language or science — do we, as a nation, have the most use ? We have chemistry, to be sure, in making bread and in all the arts of life ; but we get along with these with very little knowledge of chemistry. But the power of language, as it comes from the press, the pulpit, and every place where the masters of assemblies are, shows the power of the classics over minds well trained in them.

Rev. Mr. Cushman replied to the objection made to the classics, on account of the impurities contained in them, that there was enough in them which is pure that may be studied with profit, while the rest may be expurgated or omitted.

As to the comparison between the Scriptures and the classics, there is one principle to be considered, which is, that the thing referred to in the Scriptures, though it may be of an impure character, is always spoken of in terms of condemnation ; whereas in the classics it is approved, and is referred to for the very purpose of extending its influence.

If persons were called to vote on this question of the relative importance of the classics and the sciences, they would be apt to vote according to their own pursuits. Those who are engaged in commerce would point to what Lieut. Maury has done to represent the trade-winds and the currents of the Atlantic and Pacific Oceans. But lawyers, clergymen and professional men, on the other hand, would vote in favor of the classics.

Education has been defined here as a cultivation of all the powers that God has given to an individual, and therefore it must include both. They are twin sisters, and must go together.

Messrs. Hill, Crosby and Dike made a few additional suggestions, when the question was referred to the next meeting of the Institute, for further consideration.

The customary resolutions of thanks to the citizens of Bath, to the committee of arrangements, the glee club, and the several railroad companies which had reduced the fares, were moved by Mr. Allen, of Boston, and adopted. Prof. Crosby offered the following resolution, which was also unanimously adopted :

Resolved, That the thanks of the Institute be hereby presented to Thos. Sherwin, Esq., for the able, impartial, and happy manner in which he has presided over its deliberations during the past two years ; and that he be assured that his long-continued labors to promote the welfare of this Association, his deep interest in the cause of general education, as well as his generous sympathy and hearty coöperation with his fellow-teachers, whether young or old, command from every member the highest esteem and most friendly regard.

The President then said :

Gentlemen of the Institute :—It may not be inappropriate, perhaps, for me to say a single word on this occasion of our parting. It demands my gratitude to all the members of this Institute, that they have been so lenient towards the imperfections of myself, who have presided over your meetings for the last two years. It is very true that we have had two of the most successful meetings that this Institute, now twenty-five years old, has ever had.

A remarkably interesting meeting was held last year at Providence ; but a large share of the interest of that occasion was due to gentlemen of the Institute who resided there. They were the workers ; they prepared for our happy reception, and they greatly assisted the President in his duties at that time.

This meeting has been one of no ordinary interest. We came down here, hardly knowing what to expect, though we knew we had the coöperation and the sympathy of a few leading gentlemen of the place. I express my individual opinion, and I think I express that of the Institute universally, when I say that our reception has been far beyond what we ought to expect. Educational bodies should not make themselves burdensome. We are ready to spend our time and our money in this cause, since we think we may, perhaps, do some good, receive

good imparted by others, and excite an interest in the cause of education among the people of the place in which we meet. The community in the midst of whom we assemble, may not look upon the subject in the same light that we do. But I must say, that, from the manifestations we have had in the city of Bath, we cannot doubt the deep interest of the citizens in the cause of education,—we cannot doubt that they inherit the largest share of the hospitality of the old Pilgrim Fathers, who came over here and struggled with the savage, and endured so heroically the trials which they had to suffer.

As the thanks of the Institute have been presented to the citizens of this city, I speak for one,—I think I speak for all, when I say that these thanks consist not in words alone; but there is something deeper, holier, if I may so express it. It is a deep feeling of gratitude flowing up from the heart.

Gentlemen and ladies, members of the Institute, and others interested in the cause of education, I hope to meet you one year hence at as good a meeting,—I can hardly hope for a better,—as this has been.

The President then read an invitation, tendered by the citizens of Bath, to meet in the Columbian Hall in the evening, for the purpose of familiar social intercourse, and an interchange of parting civilities. The Institute then adjourned *sine die*.

[In order to make room for a full report of the proceedings of the American Institute, at its late session, several articles designed for this number of the "Teacher," are omitted.—ED.]

Resident Editors' Table.

GEORGE ALLEN, JR.,... Boston.	} RESIDENT EDITORS.	ELBRIDGE SMITH, Cambridge.
C. J. CAPEN, ... Dedham.		E. S. STEARNS, .. Framingham.

At a meeting of the Masters of the Public Schools of the City of Boston, held Sept. 13th, the following preamble and resolutions were unanimously adopted:—

Whereas, Abraham Andrews, Esq., after thirty-three years of faithful and distinguished service, as Principal of the Bowdoin School in the city of Boston, has resigned his office with the intention of retiring from the active duties of the profession to which he has ever been an honor; and whereas we, the Principals of the Boston Public Schools, impelled by sentiments of high regard for Mr. Andrews, desire in an associated capacity to bear testimony to his great worth and eminent service;—Therefore,

Resolved,—That, in his long and successful devotion to

educational pursuits in our city; in the faithful discharge for so many years of the responsible duties of the office of Master in our Public Schools; in the kindness and benevolence of his disposition; in the affability of his manners and the strictness of his integrity; in his enthusiastic love of his profession, and ever fresh interest in the noble cause of Education, we recognize an example deserving our highest admiration,—a model,—worthy of our careful and most faithful imitation.

Resolved,—That, while we regret that the pressure of years has prompted his retirement from his office as a colaborer with us, we desire that he may long enjoy a vigorous old age of honorable repose, sustained and solaced by the consciousness of past fidelity, by the cordial esteem of his fellow instructors, and by the faithful teacher's best earthly recompense,—the grateful respect and abiding love of his numerous pupils.

Committee, { JOSHUA BATES,
HENRY WILLIAMS, Jr.,
CORNELIUS WALKER.

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Annual meeting of the Massachusetts Teachers' Association will be held in Lowell, on Monday and Tuesday of Thanksgiving week.

All teachers who would like accommodations with private families, are requested to send their names to Mr. Samuel Coolidge, Publisher of the "Massachusetts Teacher," at least two weeks previous to the meeting.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THE sixteenth Semi-Annual meeting of this Association will be held in South Dedham, on Thursday and Friday, the twenty-fifth and twenty-sixth days of October.

Lectures will be delivered by S. J. Pike, Esq., Principal of the High School, Lawrence; Rev. Mr. Ryder, of Roxbury, and Dr. Jarvis, of Dorchester. The subjects proposed for discussion are — "Grammar;" "School Libraries;" "Should Prizes be recognized among the Incentives of the School-room."

JOHN WILSON, *Sec.*

MIDDLESEX COUNTY TEACHERS' ASSOCIATION.

THE fifth semi-annual meeting of the Middlesex County Teachers' Association will be held at Lowell on Friday and Saturday, the 26th and 27th of October.

TEACHERS' INSTITUTES.

Those already appointed will be held as follows, viz. :

At Chelsea, Oct. 1-5.
At Shrewsbury, " 7-12.
At Ashburnham, " 15-19.
At Rutland, " 22-26.
At Adams, Oct. 28, Nov. 2.

PRIZE ESSAYS.

THE MASSACHUSETTS TEACHERS' ASSOCIATION offers the following prizes for original Essays :

To MEMBERS OF THE ASSOCIATION, for the best Essay, on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. The Relation of the Common School to the State.
2. School Supervision.
3. The Relation which the Common School sustains to the College and the University.

To the FEMALE TEACHERS of the State, for the best Essay on either of the following subjects, a prize of TWENTY-FIVE DOLLARS.

1. Primary School Instruction, and the Methods of Teaching Young Children.
2. The True Mission of the Teacher.
3. The Objects of Common School Instruction.

The Essays must be forwarded to the Secretary, Charles J. Capen, Esq., Latin School, Boston, on or before the 21st of October. Each Essay should be accompanied by a sealed envelope enclosing the name of the writer. The envelopes accompanying unsuccessful Essays will not be opened. The prizes will be awarded by an impartial committee ; but no prize will be awarded to an Essay that is not deemed worthy of one.

The successful Essays will be regarded as the property of the Association.

JOSIAH A. STEARNS, *President.*

Boston, June 18th, 1855.

THE
MASSACHUSETTS TEACHER.

Vol. VIII, No. 11.] WM. H. WELLS, EDITOR OF THIS NUMBER. [November, 1886.

POPULAR EDUCATION IN UPPER CANADA—
NORMAL SCHOOL AT TORONTO.

THE time has arrived when the "schoolmaster" must go "abroad" to gain instruction, as well as to impart it. The teacher who is satisfied with his own experience, and will not take the trouble to inquire what progress others are making, is in great danger of finding that he is detached from the rest of the train, and that the passengers have all gone into the "car forward."

Teachers above all other classes in the community, are favored with frequent and regular vacations, and are, therefore, the more inexcusable if they fail to become in some degree familiar with the systems and modes of instruction that are adopted in the best schools. Most of the teachers of the State are so situated that they can enjoy these advantages with only a moderate expenditure of either time or money.

Availing ourselves of a recent vacation, we went as far as Canada West, and spent several days in studying the educational system of that Province. We stopped *en passant* at Utica, with the assembled teachers of the Key-stone State, and found that the New York State Teachers' Association embraces several hundred of the best teachers in the country, with three times as much intellectual and moral power as they can bring to bear effectively in one organized body. We lingered also at Trenton Falls, near Utica, long enough to learn that it is one of the most beautiful summer retreats that an exhausted teacher could possibly desire.

A few of the impressions received during our visit to Toronto, and facts gathered there, may not be wholly destitute of interest to the readers of the "Teacher."

So much has been written and said of the Prussian system of schools, that well-informed teachers have become familiar

with most of its prominent features ; but a system of education, in some respects more complete and imposing than that of Prussia, has sprung up on our own borders, which appears to have attracted less general attention among us.

The present system of education for Upper Canada is identified with the name of the Rev. Egerton Ryerson, D. D., Chief Superintendent of Schools. Dr. Ryerson entered upon the duties of his office in 1844, and spent an entire year in examining the different systems of other countries, both in Europe and America. The results of these investigations were embodied in an elaborate Report, published in 1846, and in a bill for the establishment of an improved system of schools, which became a law the same year. The system adopted by Dr. Ryerson is eclectic. Many of the general features of the school law were borrowed from the system of the State of New York ; the principle of supporting schools according to property, was derived from Massachusetts ; the elementary text-books adopted, were those published under the sanction of the National Board of Education in Ireland ; and the system of Normal School training was derived from Germany. Dr. Ryerson acknowledges himself specially indebted to these sources, but the features he has derived from them are essentially modified in their application.

The course of instruction provided by law in Upper Canada, embraces every grade of school, from the lowest to the highest. The attention of the Educational Department is devoted more especially to the interests of Common and Grammar Schools, and yet it would be difficult to find another country in which an equal amount of pecuniary aid is furnished to students in the higher departments of education. In the University of Toronto there are distributed annually among the students about sixty scholarships, each worth \$150, besides numerous prizes and medals. The scholarships are given to those who sustain the best examinations in the different branches, at several different stages in their college course.

The Normal School at Toronto is an institution that would be an honor to any country in the world. It consists of a Normal School proper, and two Model Schools. In the Normal School, pupils are "taught how to teach ;" in the Model Schools, they are taught to give practical effect to their instructions, under the direction of teachers previously trained in the Normal School. The Model Schools are designed to be the *model* for all the public schools in the Province. The buildings were erected by Government in 1852, and the grounds occupy an entire square of more than seven acres. The whole cost of the buildings and site was about \$125,000. The buildings and premises are by far the most commodious and elegant of the kind in America.

The main building is 184 feet long and 84 feet deep, and the extreme height of the cupola is 95 feet. The arrangement of rooms is such that the male and female students are entirely separated, except when in the presence of one of the teachers. More than half of the lower floor is occupied by the rooms of the "Education Office" and the "Map and Public Library Depository."

The pupils of the Normal Schools are divided into two classes, and the lectures and other instructions are given chiefly by Thomas J. Robertson, Esq., and Rev. William Ormiston. These gentlemen had both been distinguished for their scholarship and ability before engaging in the school at Toronto, and they have shown themselves fully equal to the duties they are now called to discharge. Those who attended the recent meetings of the New York State Teachers' Association, enjoyed the privilege of hearing an off-hand speech from Mr. Ormiston, and it is no disparagement to others to say that it was not excelled by any similar effort during the sessions. Whenever we have occasion again to refer to a speaker who illustrates the *vehement* in style, we shall name the Rev. William Ormiston.

Much of the instruction in the Normal School is given in the form of familiar lectures, but the examinations of the pupils are thorough and searching. The number of pupils in attendance at the time of our visit was about eighty, but this is considerably less than the usual attendance. The course of instruction extends through two half-yearly terms, and embraces both common and higher branches of English study. The course appears to be less strictly professional than in several of the Normal Schools in the United States. Less time is devoted in the Normal department to the theory and practice of teaching; but this deficiency is in a great degree supplied by the extensive practice required in the Model Schools, under the direction of competent and experienced guides.

The Model Schools are more extensive and complete in their arrangements than any in the United States, unless we except the Model Schools at New Britain, Conn., which are unquestionably the best we have. The number of scholars attending the Model Schools at Toronto is about 400.

The business of the "Education Office" furnishes full employment for the Chief Superintendent and his Deputy, with some three or four clerks. The Journal of Education is issued from this office monthly, under the direction of Dr. Ryerson, assisted by the Deputy Superintendent, J. George Hodgins, Esq.

Another important branch of the establishment is the "Apparatus, Map, and Library Depository." An extensive assortment of works in the various departments of literature and science, is kept constantly on hand, and schools and libraries

are supplied at cost throughout the Province. The books furnished by this Depository to the public libraries, amount to nearly 100,000 volumes annually.

It may, perhaps, aid in forming an idea of the amount of business transacted by the Department of Public Instruction, to state that the number of letters received by its several branches, amounts to about 500 a month.

At the head of the whole system, are the Council of Public Instruction and the Chief Superintendent of Schools, both appointed by the Crown.

POPULAR ASTRONOMY FOR THE PRESENT MONTH.

It would be unwise to attempt the introduction of Astronomy as a branch of study in all our District Schools; but every teacher should possess a general knowledge of this subject, and be able, at least, to point out the most conspicuous of the planets and constellations to his pupils. A few simple oral exercises will be sufficient to enlist the interest of a school, without any interruption of the regular classes; and, if a teacher can meet his pupils on two or three favorable evenings, they will readily learn the names and positions of twenty or more constellations, and of all the larger planets and first magnitude stars that are above the horizon. Most pupils will succeed in tracing constellations in the heavens without any other aid than Burritt's Atlas, after three or four have been first pointed out to them. As the planets are constantly changing their positions, it may be necessary for the teacher to refer occasionally to the American Almanac, and observe their declination and time of southing.

November is one of the most favorable months in the year for observing the heavenly bodies, and we will glance at some of the more prominent objects that present themselves to view.

The planet Mercury never goes far enough from the Sun to pass out of the twilight, and is seldom seen by the naked eye. He will reach his greatest elongation (apparent distance from the Sun) about the 20th of the month, and may be seen for a few mornings, if the weather is perfectly clear, about an hour and a half in advance of the Sun.

The planet Venus is now Morning Star. She will reach her greatest brilliancy on the 6th, and may be readily seen by the naked eye when the Sun is above the horizon, any clear day during the first half of the month. The most convenient method of finding Venus during the day, is first to observe her about sunrise and mark her position, by bringing her into a line with

some elevated object. Taking the same position half an hour later she will again be found without difficulty, when her exact position should be marked as before. In this way she may be carried forward so as to be seen, in the clearest days, several hours after sunrise. On the 5th and 6th of the month, Venus will be near the Moon, and may be easily found during the day, by first observing her relative position early in the morning. Through any ordinary telescope or spy-glass, Venus will present a narrow crescent during the first part of the month, gradually widening as the month advances. By the 11th of December, the disk will be half illuminated, and appear like a half Moon.

Mars is now Morning Star, and rises soon after midnight.

Jupiter will be easily recognized from his superior brilliancy. He passes the meridian early in the evening. The satellites of Jupiter may be seen through a telescope of very moderate power. Any one possessing a telescope of not less than two feet focal length, will be able to observe the eclipses of the satellites very satisfactorily. The times when they occur may be found by referring to the American Almanac, or to any Nautical Almanac for the year that is accessible. In the course of the month, there will be eight or ten of these eclipses at convenient hours for observation. Jupiter is in the constellation Capricornus the first half of the month, and in Aquarius the last half.

Saturn is in the constellation Gemini. He rises early in the evening, and is visible through the night. The ring of Saturn is now favorably situated for observation, but it requires a telescope of not less than two and a half feet focal length to show it to advantage. The division of the ring requires a still larger instrument. Saturn is now moving westward among the fixed stars, but this motion is only apparent. It is occasioned by the motion of the Earth in an opposite direction.

The planet Herschel is situated in the constellation Aries, but it is not easily seen by the naked eye.

The spots on the Sun are objects of interest to those who are able to observe them through a telescope. An instrument of moderate power will exhibit them very satisfactorily; but the eye must be carefully protected by stained glass. These spots are much more common at some periods than at others. In keeping a journal of observations made during the years 1845 and 1846, we found the spots very abundant throughout both years. There were comparatively few days in the whole period when the Sun was entirely free from spots, and the number observed often rose to 20 or 30 at a time. Their appearance has recently been much less frequent. At the time of the present writing, October 23, there are two spots visible, which have just made their appearance on the eastern limb of the Sun.

The following simple directions may be of service to teachers who are not already familiar with the constellations. With the aid of a map of the heavens, or celestial globe, they will enable any one to trace without difficulty the principal constellations that are visible during the month. We will suppose the observations to be made about the middle of the month, and at eight or nine o'clock in the evening; though a difference of one or two weeks will not materially change the general aspect of the heavens.

Ursa Major, the constellation containing the Great Dipper, is situated in the north, and near the horizon. The two right hand stars of the Dipper are nearly in a line with the Pole Star, and are hence called the Pointers. The Pole Star is in the constellation Ursa Minor, which contains the Little Dipper. Polaris is the last star in the handle, and the bowl is on the left of it, and a little lower down. Cassiopeia, containing the Chair, is a little N. of the zenith. Andromeda is S. of Cassiopeia, and nearly in the zenith. Its three principal stars are nearly in a straight line. This constellation contains a remarkable nebula, which, in the absence of the Moon, is faintly visible to the naked eye. Auriga, containing Capella, a star of the first magnitude, is in the N.E., and about half way from the horizon to the zenith. Taurus is in the E., two or three hours high. It contains Aldebaran, which is a red star of the first magnitude, and the Pleiades. Castor and Pollux, in the constellation Gemini, are just rising in the N.E.; and Orion, the most brilliant constellation in the heavens, is just rising in the E. Perseus and the Head of Medusa, are situated between Taurus and Cassiopeia. Algol, a remarkable variable star, is found in the Head of Medusa. The constellation Pegasus (Flying Horse) is a little S. of the zenith. It contains a large Square or Table, which is made by four stars of the second magnitude. The Dolphin is a small constellation, situated a little S. of W., and about half way from the horizon to the zenith. Its four principal stars, all of the third magnitude, form a regular Lozenge, which is sometimes called Job's Coffin. Cygnus (the Swan) is in the W., a little more than half way from the horizon to the zenith. It contains a conspicuous Cross. Lyra (the Harp) is a little nearer the horizon, and a little farther N. It contains the brilliant star Vega. Altair, in the Eagle, is in the S.W., about a third of the distance from the horizon to the zenith. It is between the first and second magnitudes. Fromalhaut, in the Southern Fish, is another star a little below the first magnitude. It is just W. of S., and near the horizon. Aquarius (the Water-bearer) is two or three hours past the meridian, and less than half way from the horizon to the zenith. It has four small stars in the Urn, forming the letter Y. Cetus (the Whale) is a large constellation,

E. of S., nearer the horizon than the zenith, and extending from Aquarius to Taurus. Aries is situated N. of the eastern extremity of Cetus, and directly W. of Taurus.

We need in the United States an almanac, or other periodical, containing a popular account of the bodies of our own system throughout the year. Astronomy is now extensively introduced into the higher grade of schools, and telescopes of considerable power have multiplied rapidly during the last twenty years. There are thousands of teachers and learners who would be able, by the aid of such a guide, to follow the motions of the heavenly bodies with interest. The best work we now have of the kind, is the American Almanac; but the part in this devoted to popular Astronomy is exceedingly meagre, especially since the Astronomical department passed out of the hands of Mr. R. T. Paine. The Illustrated London Almanac meets this demand more fully than any other work, and several hundred copies are imported annually by Redding & Co., of Boston, and others, to answer the calls on this side of the Atlantic.

SELF-DEPENDENCE.

THE two great objects of intellectual education, are mental discipline and the acquisition of knowledge. The highest and most important of these objects is mental discipline, or the power of using the mind to the best advantage. The price of this discipline is effort. No man yet ever made intellectual progress without intellectual labor. It is this alone that can strengthen and invigorate the noble faculties with which we are endowed.

However much we may regret that we do not live a century later, because we cannot have the benefit of the improvements that are to be made during the next hundred years; of one thing we may rest assured, that intellectual eminence will be attained during the twentieth century just as it is in the nineteenth,—by the “labor of the brain.” We are not to look for any new discovery or invention that shall supersede the necessity of mental toil; we are not to desire it. If we had but to supplicate some kind genius, and he would at once endow us with all the knowledge in the universe, the gift would prove a curse to us, and not a blessing. We must have the discipline of acquiring knowledge, and in the manner established by the Author of our being. Without this discipline, our intellectual stores would be worse than useless.

The general law of intellectual growth is manifestly this:—whatever may be the mental power which we at any time possess, it requires a repetition of mental efforts, equal in degree to

those which we have put forth before, to prevent actual deterioration. Every considerable step of advance from this point, must be by a new and still higher intellectual performance.

There are many impediments in the path of the student which it is desirable to remove ; but he who attempts to remove all difficulties, or as many of them as possible, wars against the highest law of intellectual development. There cannot be a more fatal error in education, than that of a teacher who adopts the sentiment, that his duty requires him to render the daily tasks of his pupils as easy as possible.

There is, perhaps, no error in our schools at the present time, more deeply seated or more widely extended, than the ruinous practice of aiding pupils in doing work which it is all-important they should do for themselves. Our progress in the art of cultivating habits of earnest, independent thought, has not kept pace with our improvements in other departments of education. Familiar explanations, and illustrations, and simplifications, and dilutions, too often spare the pupil the labor of thinking for himself, and thus dwarf the intellect, and defeat the highest object for which our schools are established.

To secure from a pupil the solution of a difficult problem, will often cost time which the teacher can ill afford ; it may often cost more effort to secure a solution from the pupil, than it costs the pupil to do the work. The pupil has tried the problem, and satisfied himself that he is not able to solve it. The teacher may be satisfied that the pupil can perform it, but if he cannot make the pupil think so too, it will be difficult to bring his best energies to bear upon it ; and even after the pupil is persuaded that he is able to accomplish the task, it may still be necessary for the teacher to adopt special measures to set the pupil's mind at work. The pupil may have the ability to solve the problem ; he may believe that he has this ability, and he may have a willing mind ; and, after all, fail entirely of doing it. And this brings to view what must be regarded as the highest gift of the teacher ; namely, the ability to teach his pupils how to think and act, without doing their thinking and acting for them.

A scholar had become discouraged over a difficult question. He had gone through the solution again and again, but could not obtain the answer sought. Availing himself of a favorable opportunity, the teacher requested the pupil to go through the work slowly and carefully in his presence. As the pupil proceeded, the teacher required him to explain each step of the process ; and when he reached the point where his previous error occurred, as the teacher asked him to give his reason, the pupil's eye flashed with delight, and he exclaimed, "I see my error." Without farther assistance he soon reached a correct result. The teacher had not furnished the slightest hint in re-

spect to the solution of the problem. He had only taken measures which brought the pupil's own strength to bear upon it. There are, however, peculiar cases which no such method will reach. The pupil may be required to repeat his solution a hundred times ; in the presence of the teacher or alone ; with reasons, or without ; and all to no purpose. The result, if he reaches one, is sure to be wrong. It is not time, even now, for the teacher to give over in despair. Let him ask the pupil such questions as will call to mind the principles which he has occasion to apply, and, in a majority of cases, the pupil will need no further aid.

The same end may usually be gained, by giving the pupil an example involving the difficulty over which he has stumbled, but less complicated in other respects ; or, by giving him several examples, leading gradually to the main obstacle to be overcome. We believe the cases are exceedingly rare in which minds properly disciplined would ever be benefited by direct assistance, in an ordinary course of mathematical study. But if it be thought best, in extreme cases, to afford this assistance, let the pupil, by all means, be required to repeat the process, after the teacher's work has been entirely erased ; and thus derive, at least, the benefit of reproducing, though he has not the power to originate.

The teacher will find it a highly useful exercise, to give his pupils an occasional *model of thinking*. Let him take a problem to the blackboard, and *think aloud* as he proceeds with the solution ; so that the pupils may witness the action of the teacher's mind, and observe the questions he asks himself, and the various associations and comparisons that arise, as he advances from step to step in the process.

Let us not be misunderstood in the views we have expressed. We believe that the first germs of knowledge must come from without and not from within ; and, therefore, that very much of the knowledge acquired by younger classes of learners must be directly imparted by teachers and others. There are many branches of learning which we must all derive, in a greater or less degree, from teachers and books. The treasures of knowledge that have been accumulating for nearly six thousand years, are not to be rejected nor lightly esteemed. They are a precious inheritance ; but he who depends upon *these alone*, will find that his riches are little better than shadows.

But there are other departments of study, in which the value of our acquisitions depends almost entirely upon the action of our own minds ; and it is upon these branches that we depend, in a great degree, for intellectual growth. Here, then, we would apply most rigidly the rule—

“Never do for a pupil what he is capable of doing for himself.”

SELF-EDUCATION.

[There is no principle which we are more anxious to impress on the minds of teachers than that which we have attempted to embody in our article on Self-Dependence. The following remarks by Bishop Potter, relate to a kindred subject. We have introduced them in this connection because we wish to avail ourselves of his authority, and because they are distinguished for their intrinsic value and importance.—ED.]

If I were to reduce to a single maxim the concentrated wisdom of the world, on the subject of practical education, I should but enunciate a proposition, which I think will command your assent, but which, I fear, is not incorporated, as it should be, into the practice of schools and families. That principle is, that in educating the young you serve them most effectually, not by what you do for them, but by what you teach them to do for themselves. This is the secret of all educational development. We talk of self-education as if it were an anomaly. In one sense of the word, all education is obtained simply by the exertion of our own minds. And is this self-education? What does education mean? Not *induction*. The popular opinion seems to be that education is putting something *into* the mind of a child by exercising merely its power of receptivity—its memory. I say nay, nay, nay. The great principle on which a child should be educated is, not that of reception, but rather of action, and it will ever remain uneducated, in the highest sense, so long as its higher mental powers remain inert. One man may lead a horse to water, but twenty cannot make him drink—and yet, if he does not drink, he dies. So a boy or girl may be supplied with all the materials of education, and yet remain uneducated until the end of time. Moses struck the rock, and the waters gushed forth. When it is proposed to apply a force to inorganic matter, the force, not being within itself, must be applied externally, or it must change its internal constitution like chemical action. But when we pass to the living soul, we find the organizing, energizing force within, and all our skill must be directed to the development of this germ of a true moral and spiritual life. In Vienna, the government says to the populace, “Go to the opera, go to masquerades, attend theatres, waltz and game,—in short, devote yourselves to pleasure or to sensuality, but don’t talk of government, we will attend to that.” Do you not see that a people who submit to this cannot be a nation of free-men, and that the skill is all but infernal with which such a government lays its hands on the seat of life, and arrests the action of the heart? Such a policy must be revised before a nation can be free. When young Hercules was to be trained to noble deeds, he was not put to bed, but

cast out where he must fight with the elements, with monsters—and so it was because our forefathers toiled manfully to support their families—drive the wolf and red man from their doors—going with muskets on their shoulders to the halls of the colonial legislature, that they were not pliant tools like the Austrians—that, in a word, they were what they were, and we to-night are what we are.

Many teachers, now-a-days, ask questions in the very words of their books, *ipsissimis verbis*. The children, too, are required to answer in the precise words of the book, and the questions generally are what the lawyers call *leading* questions, so that the pupil has as little thinking to do as possible. But how should questions be put to children? In such a way, if possible, as to compel them to think. Therefore, a good teacher will not give them in the language of the text-book, but will translate them out of it, so as to get the kernel from the chaff, and to fasten the attention of his pupils on *things*, not on *words* and *names*. How many modern teachers make answering questions by rote, their first and last duty—their Alpha and Omega. They do not fulfil their highest office as educators, even of the intellect, until they set the soul to thinking, and unless they keep it thinking always. On the same principle teachers should not, it seems to me, be too ready to help their pupils to answers. This is precisely like putting crutches under a child after it is able to walk; knock them away—cut away the bladders when the child is learning to swim and leave him to himself. Life is a scene for action and inquiry—questions crowd on us daily, and in the work-day world, whither the child is going, and where he is to wrestle manfully, he will have no text-books to supply a mechanical answer. Speak, then, to your pupil from the promptings of a full mind, and you will speak well and wisely. I am sometimes tempted to ask what text-books were made for, and what effect it would have if they were all burned up some day, or what would be the predicament of some teachers if they had to answer all these questions themselves, instead of finding those answers ready made at the bottom of the pages. Away, then, with such clumsy devices. Let the teacher so prepare himself that he can speak with his eye as well as with his tongue, with his hand, his beaming face, and every muscle of his frame—not simply with averted eye and vacant face read over questions propounded for him in a text-book.

[For the Massachusetts Teacher.]

PAYSON & DUNTON'S REVISED SERIES OF
WRITING BOOKS.

A WRITER in the July number of the "Teacher," in an article headed "The Duntonian System of Rapid Writing," has made some strictures upon the "Remarks and Hints to Teachers" appended to Payson & Dunton's Revised Series of Writing Books, which were published in a recent number of the "Teacher." The subject of penmanship, and the principles which it involves, were there, from want of space, but very briefly discussed, and the writer of the "Remarks" would have welcomed from any quarter further light upon the question as to what constitutes good writing, and what are the best means for attaining it; but though the writer in the July number heads his article as we have indicated above, his statements are chiefly negative, and consist in questioning the correctness of the positions taken in our "Hints to Teachers." This has been done too carelessly to entitle the strictures to much importance; since, if a writer is to be made to argue against himself, it is not asking too much to be quoted exactly. We will designate the writer in question as C., if he will pardon the liberty, since this will greatly serve our convenience, in the absence of any signature to the article.

Witness now, whether our statement concerning C.'s misquoting is too strong. We will first quote from the "Remarks." "The books belonging to this series, five in number, are intended to be a compromise between the old-fashioned round hand, and the more modern, angular, and open style of writing. The former, *though it often leads* to the acquisition of a strong, rapid, and graceful style of penmanship, is justly objected to as being, in general, too formal and labored for practical use. Its highest claim to be retained as a standard, is the distinctness and great legibility which are sure to characterize the style of those penmen who have been thoroughly trained upon this system. On the other hand, the modern angular system, with scarcely any shade lines, with many unnecessary turns and sweeps of the pen, which deform the letters and impair the legibility of the writing, is even more (not 'now') objectionable, though it unquestionably allows the pupil greater freedom of movement." This is the way C. represents it. "The Remarks and Hints," above referred to, however, while they declare that the old-fashioned round hand is too formal for practical use, yet make out a case against their own as well as the angular system. "Round hand leads," they declare, "to a strong, rapid, and graceful style of penmanship. Its highest claim to be retained as a standard, is the

distinctness and great legibility which are sure to characterize the style of those penmen who have been thoroughly trained upon this system." Again say the "Remarks," "We value legibility the most, and for this reason," &c. "If, then, the old-fashioned round hand forms a strong, rapid, and graceful style, distinct and greatly legible, and if, as they allege, the two latter qualities *are sure* to follow the practice of this system, why present to the public a system declared to be a compromise between this excellent system, and one, the angular, which the 'Remarks' declare is even now [more] objectionable?"

In the language of the "Remarks," as we have quoted them above, we do not assert, unqualifiedly, that the round hand leads always to a rapid style of writing; that legibility and distinctness are sure to accompany the essential quality, rapidity; and then commit the absurdity of proposing a new series which claims to effect no more. We distinctly, and, we believe, fairly, state the merits and the defects of the two systems; and the compromise consists in correcting the formality of the round hand without sacrificing its essential excellence, legibility; and in adopting so much of the angular principle, as to secure greater freedom of movement, without encouraging an excessively open, and, therefore, illegible style. Both the round hand and the angular are objectionable. Both must give way to a system which secures, together with distinctness and legibility, rapidity of execution. Arguing from the brief statement above, the necessity of a change, and condemning the angular system even when "taught by the best teacher in Boston," whoever may be indicated by that designation, as a vicious system, leading to mischievous results in a majority of cases, we propose a new system; one which shall be founded upon the old method of teaching,—which we regard as fundamentally correct,—and which shall be free from the charge of formality to which the old system was liable. How is this compromise effected? By presenting to the pupils forms obviously drawn from the old models, but modified essentially by the angular quality adopted from the new.

Leaving, for the present, C.'s strictures, which we believe to be good-natured, though hasty, we wish to state more fully than we were able in the "Remarks," some of our views concerning the art of penmanship.

Writing is an *imitative art*, which requires a careful and exact training. The eye and the hand, the taste and the judgment, are constantly employed in producing the desired result, until the hand has attained a cunning which enables it to execute, almost mechanically, every required movement. We mean that volition becomes so rapid that the execution seems, after long practice, to be but the habit of the hand. We will take, in illustration, a couplet from Pope, a little farther on in the Essay from which C. quotes;

"True ease in *writing* comes from art, not chance,
As those move easiest who have *learned* to dance."

affixing to "writing" the technical meaning which is often assigned to it. This *art* is partly mechanical and partly a mental operation. At first, the mental operation needs as much to be watched over and aided as the mechanical operation of the hand; indeed, much more. You give a child a letter to imitate. What is the process which the task involves? He observes the character, but not with the practised eye, the taste and judgment of a penman. He then attempts to put into form and outline his own idea of the letter. The result is a feeble abortion. He tries again and again. His teacher will tell him, we think, if he is judicious, to do this slowly, until he is quite successful. Those who have had much experience in teaching young children will credit the assertion, that it will generally require two or three years' training, before the fifty-two characters of the large and small alphabets are mastered. Hurrying only retards the child's progress. After he has learned by long and careful painstaking to imitate these forms, he then learns to combine them; to exercise his judgment in spacing the characters; to discern the fitness of their relative lengths and proportions; and to preserve carefully an exact parallelism in their formation. In the "Revised Series," therefore, we have discarded all unmeaning and useless additions, even to the "graceful turns of closing letters," which C. says we "should not refer to." We have endeavored to present a severe and simple style of penmanship in all the copies, with no turns or sweeps to any of the letters, which are not necessary to give them grace, balance and firmness. We have endeavored rigidly to carry out this principle in all the details of the system, for this reason; that the mind becomes habituated to the forms at first presented; the habit becomes more and more fixed by practice, and unless the characters are such as are to be employed when facility of execution is acquired, a false standard is inculcated, and errors of taste and style adhere to the penman through all his after practice in life. We do not, therefore, teach our pupils an excessively angular system; we do not encourage them by set exercises to spread out their handwriting; we do not tell them to curl up their final letters for the sake of freedom of movement; we do not set them g's and f's, and other looped letters, extravagantly long, for the sake of encouraging the free motion of the hand; trusting that they will *afterwards* learn to condense their style, lop off the excrescences, and abbreviate the tails of their letters. These things C. will find carefully taught in the system which he advocates. C., doubtless, thinks all this is right. We entirely differ from him on this point; and we are willing to let teachers

practically decide the question, by adopting that system which favors their own views.

"The angular system has, for a few years past," says C., "been undergoing modifications, which have rendered it what it is at the present time, the most *elegant, rapid*, and legible style that can be devised." We have before us a specimen of this style, which purports to be a fac-simile of the author's handwriting, "for practical purposes," and, as he takes pains to call our particular attention to it by the unmistakable direction, "Please keep this in sight," we judge it to be a fair subject for criticism, regarding it as the exponent of C.'s views. We pronounce it, unhesitatingly, an *illegible* style of writing, without considering the other epithets which C. would apply to it. *The eye is compelled to go slowly from one word to another*; whereas the reader of what may be justly characterized as legible penmanship, *may take in the words of a whole line at a single glance*.

For the sake of explaining more fully how important we regard the arm and finger movements, we beg leave to refer the reader to the remarks on the subject in the April number of the "Teacher." We thought that the nature of the exercises on these movements was there plainly enough indicated to guide the teacher in his instruction. This mechanical training is intended to be complementary to that taught in the Revised Series; and, on the covers of the later issues of the books, teachers will find, we believe, all that is needed to guide them in directing this part of their pupils' training. We repeat our directions in the "Remarks." "Let these two movements, then, constantly *accompany* the practice necessary in going through this series of writing books, and teachers may be assured that, whatever is done in the way of instruction, be it more or less, will be done in the right direction:" inasmuch as the pupil will have no forms, no extravagances, no vicious habits, no bad taste, taught by the system, to *unlearn*. What he learns in Number One he need never unlearn. He finds the same thing in Number Five: and if he continually reproduces these forms in his after writing,—a result which his training is designed to accomplish, and which we know from experience will follow from it,—we ask for no better proof of the excellence of the system.

We wish, in closing our remarks, to make a few comments upon the opening periods of C.'s article. He discourses thus. "Much time and great expense have always been, and still are, bestowed on chirography in our common schools. It is a branch of instruction second in rank but to the art of reading, and deserves all the attention which has been given to it. *It embraces, indeed, more of the principles of social benevolence than the art of reading: for it implies the exercise of the power of imparting knowledge to others, while reading is rather the means of self-*

gratification and improvement. Hence, nothing gives the true teacher more satisfaction than any improvement or discovery, which may aid him in imparting to his pupils the elements of this noble art; *the art of giving to thought a form and substance that are impressed on the minds of succeeding ages.*" This is partly true; but, we venture to express the doubt, whether so much time has been of late years devoted to this practical acquirement, a good handwriting, as its importance really demands. We think, on the contrary, that it has been too much neglected for other things; in short, that it has been, in very many schools throughout New England, most wretchedly taught, if it can be said to have been taught at all.

Formerly in Boston, and in many other places, men were selected to teach the art, who at least were accomplished penmen; and probably thrice as much time, to speak entirely within bounds, was given to the study, as is now generally assigned to it. The result was, in a large proportion of cases, a style of writing such as we rarely see now-a-days, excepting when the training has been of an unusual character. We meet with ready penmen; but their style is too ornate, far less legible than the old one, and, in most respects, a poor substitute for it. The excellent remarks of the Hon. Edward Everett, in his late happy address at the School Festival in Faneuil Hall, point to this fact. Take as an example of the old style the round handwriting of Washington, Franklin, and many of the American Revolutionary officers; and we should be very grateful to those "mediums," who take such shameless liberties with the spirits of these departed great men, if they would only conjure back their handwriting once more, and thus turn their professed spiritual associations to some practical account.

For many years it has been the practice, and is now, to select a teacher for his *general* ability; and his style of penmanship is, perhaps, one of the last things thought of, if it is regarded at all. This is as it should be; for there are other considerations of greater importance to be weighed: the moral and intellectual character, the scholarship, experience, and education of the candidate. It is, then, of great importance that a system of penmanship should be employed, which is easy to teach, and which will be likely to be successful in the hands of non-professional writing-masters; and under the instruction of the inexperienced teachers of the art, who, it is safe say, will, in a large majority of cases, make use of it.

The Revised Series is founded upon the experience of many years' teaching. The gradation of the exercises corresponds to the practice which we have followed, during all this time, in teaching writing in a large school, only under very unfavorable auspices; inasmuch as we were forced to *write* all the copies, or slips,

for a numerous corps of assistant teachers. But the result of this method of teaching was such as to make us confident that it was founded upon correct and philosophical principles. And one of the strongest recommendations of the system, it is believed, will be found in the fact, that better results will follow from this kind of training, even under ordinary penmen, than from that of any other system that has been offered to the public.

That system which fails in the hands of most teachers, whatever merits may be claimed for it, can never meet with any great favor, after the fact of its failure has been fully established. Thus one system after another has been tried and found wanting. We confidently submit the Revised Series to this test of its real value and superiority over other systems of penmanship.

W.

[From the Ohio Journal of Education.]

[The following extract is taken from an article over the signature of M. F. C. Mr. M. F. Cowdery, Superintendent of Schools at Sandusky, has long been distinguished as one of the best educators in Ohio, and the sentiments here expressed are worthy of their origin. — ED.]

THERE is often a very great error committed in allowing any of the exercises of the school to proceed while the order is in any degree below the proper standard. Let every teacher, on the first day and first hour, and on all succeeding hours and days, see that there is just the right standard of quiet and order before any exercise is commenced, and let any and every exercise be promptly and entirely suspended unless this standard is maintained. But, how long should the teacher wait for quiet to be restored? The spirit of our advice on this point may be gathered from the following reply of an Eastern Railroad Superintendent to the conductor of a train: "How long shall I wait at ——— station for the *up* train?"—"Wait, sir, until the *axletrees of your car-wheels have rusted off*; then get a new supply, and wait till *they* rust off." So, let the teacher wait until the solid walls of his school-room shall crumble to decay, before proceeding with any sort of exercises in a disorderly school. Neither reading nor spelling, algebra nor philosophy, are matters of such infinite consequence that they are to be taught at the expense of martyrdom of every thing else valuable. But we have one method to suggest, by way of securing and maintaining this order, and we then dismiss the topic. It is the imperative, never-ceasing duty of the teacher to provide every child with *something to do*. All of the study-hours of each class, with the *specific time* set for the preparation of each lesson, should be most carefully and judiciously arranged by

each teacher. It is idle to expect that the simple announcement of a lesson to young children will be sufficient to insure its proper proportion of attention, in comparison with, and in connection with, all other duties and lessons. It is, indeed, scarcely safe to leave this to the option of the older pupils in any school. If not absolutely required, the practice should be very strongly recommended, to the most mature students, to have *fixed hours* for preparation for each recitation. With all the younger pupils, we regard this, in connection with what has been previously said respecting communications, as a sort of *starting-point* to future success.

[For the Massachusetts Teacher.]

PUNCTUALITY.

PUNCTUALITY signifies scrupulous exactness in the discharge of duty at the appointed time.

Is it important for duty to be performed at the time appointed for it? Let us turn to Nature for an answer—let us see what principle governs in her works.

Have you never heard of Plato, who, as one says, “was the divinest of the souls that knew not God”? He caught in the silent hours of the night the music of the spheres. Yes, there fell on his deeply-listening ear, that beautiful, grand, sublime harmony of the heavenly bodies; sphere circling about sphere, system about system, and so on and on, till no fixed centre is found, save the Throne of the Eternal; all regular, orderly, harmonious, “*keeping time*.” Not one ever fails, but all with tireless movement press onward in their courses.

Whoever knew the sun, moon, or stars to rise after their appointed time? The Astronomer can tell us the precise moment when each will ascend the Eastern horizon, attain the meridian, and finally sink in the West; and we are never anxious lest they should not be in their places *in time*, for they are *punctual*.

The seasons come and go at their appointed time; we know when the trees shall clothe themselves in green, and when our hearts shall leap for joy at the blossoming of flowers; we know, when from far, the birds shall come to cheer us with their songs. The mighty ocean too, at his appointed time, moves towards the land, yet we fear not that we shall be overwhelmed, for, punctual to the time, he will retire. So through the realm of Nature, if we explore, we shall learn, that from the smallest atom to the mightiest world, each punctual to its duty, thus fulfils its Maker's will; and so, throughout her wide domain, order and beauty ever reign.

But how shall teachers instruct their pupils to be punctual? Talk to them of Nature, talk till they *feel* the harmony

that exists in her works ; tell them that to be punctual is her *law, never broken* ; talk till their hearts respond beautiful, beautiful ; and till their *voices* shall be ready to break forth in harmony with the music of the spheres. Children love to hear of nature ; of the flowers, trees, birds, brooks, rivers, hills, mountains, and the stars. While talking of these things your scholars will be very silent ; their eyes will sparkle with delight, and their looks will be intently fixed upon you ; and thus *gaining their hearts, impress* them ; stamp the sacred seal of duty there. God has prepared their hearts to receive the seed that you, as teachers, are bound to sow. Their minds are young and plastic, and you can mould and train them as you will.

- Teach them to conform their *lives* to this beautiful law of Nature, promptness in the discharge of duty at the appointed time, whether it is, that they be in their places at the hour when school begins, or that they be regular in their attendance, prompt in the preparations of their lessons, or whatever the duty is, teach them that it is a *part* of the duty to perform it in its time.

To incite still more to the discharge of this duty, you can bring before their minds examples of the great and good who were adorned with this virtue. Teach them that *punctuality* had much to do towards making them great. And teachers, you must yourselves, in this respect, be *perfect patterns*, for your pupils to copy.

Keeping a record of attendance has a great influence in securing punctuality in schools ; and a few kind words to parents on the necessity of punctuality in order to the greatest improvement of their children, will do much good. But I think the teacher should rely, in a great degree, upon the faithful instruction he can give his pupils on the importance of punctuality, enforced by a good example.

M. L. B.

NORMAL TEACHERS' ASSOCIATION.

THE first Normal Teachers' Meeting in the United States, was held at New York, on the 30th of August last. A strong desire had been felt, that those whose department of instruction is so peculiar, should enjoy an opportunity to exchange views on various practical questions relating to the education of teachers. The call was responded to very heartily, and Normal Schools were represented at the meeting, from New York, New Jersey, Massachusetts, Connecticut, and Rhode Island. It was decided unanimously to form an Association of Normal Teachers, and to meet as often as once a year for the purpose of mutual improvement in the art of teaching teachers.

WRITTEN EXAMINATIONS.

FREQUENT written reviews are among the most successful means that teachers can employ for securing thoroughness and accuracy of scholarship. Several topics are written distinctly on the blackboard, and the pupils are required to expand them as fully and accurately as possible. Each pupil is seated by himself, and furnished with pen and paper; but receives no assistance, direct or indirect, from either teacher or text-book. This mode of examining a class accomplishes at least three important objects at the same time. It affords a thorough test of the pupil's knowledge of the subject; it is one of the best methods of cultivating freedom and accuracy in the use of language; and it furnishes a valuable discipline to the pupil's mind, by throwing him entirely on his own resources. The task of examining so many separate written exercises, and of estimating their value, increases the labor of the teacher, but the gain to the pupil is more than an equivalent for the extra service required.

LIPPINCOTT'S PRONOUNCING GAZETTEER OF THE WORLD. By
THOMAS & BALDWIN.

THERE are now so many Gazetteers before the public that a respectable work may be prepared with very little labor beyond the trouble of transcribing. The publishers of the present work have hazarded the experiment of incurring heavy expenditures in collecting a vast amount of new information from original sources, and in making a fresh survey of the whole field of geographical orthography and pronunciation. It is, perhaps, doubtful whether this work will *pay* so well as one prepared at less expense; but those who have any just appreciation of the labor bestowed upon it, and of the improvements which it embodies, will feel that the public, and especially schools, are under great obligation to the publishers for issuing it in so complete a form. It may very properly assume the title, "Geographical Dictionary;" for, in its plan and execution, it approaches, in some good degree, to the comprehensiveness and accuracy of the best dictionaries of the English language. It contains the most recent and authentic information respecting all parts of the world; and its value as a pronouncing gazetteer will be obvious to all who have ever had occasion to attempt the pronunciation of difficult foreign names. If a copy of this work could be placed in every district school in the land, and studied in connection with the daily exercises in Geography, the increased intelligence of our youth would show a better dividend on the capital invested than any bank or railroad report that has ever been issued.

VENTILATION.

IN the process of respiration a full grown man draws into his chest about 20 cubic inches of air ; only one-fifth of this is oxygen, and nearly one-half of this oxygen is converted into carbonic acid. Now, allowing fifteen inspirations per minute for a man, he will vitiate about three hundred cubic inches, or nearly one-sixth of a cubic foot of atmospheric air, and this, by mingling as it escapes with several times as much, renders at least two cubic feet of air unfit for respiration. Now the removal of this impure air, and the bringing in of a constant fresh supply, have been provided for by nature in the most perfect manner, and it is by our ill-contrived, artificial arrangements that the provision is defeated. The expired and vitiated air, as it leaves the chest, is heated to very near the temperature of the body, viz., 98° , and being expanded by the heat, is specifically lighter than the surrounding air at any ordinary temperature ; it therefore ascends and escapes to a higher level, by the colder air pushing it up as it does a balloon. The place of this heated air is constantly supplied by the colder and denser air closing in on all sides. In the open air the process is perfect, because there is nothing to prevent the escape of the vitiated air ; but, in a close apartment, the hot air, rising up to the ceiling, is prevented from escaping ; and gradually accumulating and becoming cooler, it descends and mingles with the fresh air, which occupies the lower level. We have thus to inhale an atmosphere which every moment becomes more and more impure and unfit for respiration ; and the impurities become increased much more rapidly by night when lamps or candles, or gas, is burning, for flame is a rapid consumer of oxygen. Under these circumstances, our only chance of escape from suffocation is in the defective workmanship of the house-carpenter ; the crevices in the window frames and doors allow the foul air a partial exit, as may be proved by holding the flame of a candle near the top of a closed door, in a hot room ; it will be seen that the flame is powerfully drawn towards the door in the direction of the out-going current ; and, on holding the flame near the bottom of the door, it will be blown away from the door, showing the direction of the entering current. If we stop up these crevices, by putting list round the windows and doors, so as to make them fit accurately, we only increase the evil. The first effect is, that the fire will not *draw*, for want of sufficient draught ; if the inmates can put up with a dull fire and a smoky atmosphere, they soon become restless and uncomfortable ; young people get fretful and peevish, their elders irritable, respiration becomes impeded, a tight band appears to

be drawn round the forehead, which some invisible hand seems to be drawing tighter and tighter every moment ; the eye-balls ache and throb, a sense of languor succeeds to fits of restless impatience, yawning becomes general, for yawning is nothing more than an effort of nature to get more air into the lungs ; under these circumstances the announcement of tea is a welcome sound, the opening and shutting of the door necessary to its preparation give a vent to the foul air, the stimulus of the meal mitigates the suffering for a time, but before the hour of rest, the same causes of discomfort have been again in active operation, and the family party retires for the night indisposed and out of humor.

But in the bedroom, the inmates are not free from the malignant influence. The closed doors, the curtained bed, and the well-closed windows, are sentinels which jealously guard against the approach of fresh air. The unconscious sleepers, at each respiration, vitiate a portion of air, which, in obedience to the laws of nature, rises to the ceiling, and would escape, if the means of escape were provided ; but, in the absence of this, it soon shakes off those aerial wings which would have carried it away, and, becoming cooler and denser, it descends, and again enters the lungs of the sleepers, who, unconsciously, inhale the poison. When the room has become surcharged with foul air, so that a portion must escape, then, and not till then, does it begin to escape up the chimney. Hence, many persons very properly object to sleeping in a room which is unprovided with a chimney ; but it is evident that such a ventilator is situated too low down to be of much service. If there be no chimney in the room, a portion of the foul air escapes by forcing its way out of some of the cracks and crevices which serve to admit the fresh air.

That this sketch is not overdrawn, must be evident to any one who, after an early morning's walk, may have returned directly from the fresh morning air into the bedroom which he had left closely shut up an hour before. What is more disgusting than the odor of a bedroom in the morning ? Why is it that so many persons get up without feeling refreshment from their sleep ? Why do so many persons pass sleepless nights ? The answers to these and many other similar questions may be frequently found in defective ventilation. How much disease and misery arises from this cause, it would be difficult to state with any approach to accuracy, because the causes of misery are very complicated.

Now, as no person would consent habitually to swallow a small portion of liquid poison, knowing it to be such, though diluted with a very large portion of pure water, so it is equally unwise to consent habitually to inhale a small portion of gaseous

poison, knowing it to be such, though diluted with a very large portion of pure air; and yet this is what the majority of persons actually do who occupy apartments unprovided with proper ventilating apparatus.—*Tomlinson on Warming and Ventilation.*

NEGLECT OF PHYSICAL TRAINING.

[The following extract is taken from "Letters to the People on Health and Happiness," by *Catharine E. Beecher.*]

My Friends:—Will you let me come to you in your workshop, or office, or store, or study? and you, my female friends, may I enter your nursery, your parlor, or your kitchen? I have matters of interest to present in which every one of you has a deep personal concern. I have facts to communicate, that will prove that the American people are pursuing a course, in their own habits and practices, which is destroying health and happiness to an extent that is perfectly appalling. Nay, more, I think I shall be able to show that the majority of parents in this nation are systematically educating the rising generation to be feeble, deformed, homely, sickly, and miserable; as much so as if it were their express aim to commit so monstrous a folly.

I think I can show also, that if a plan for *destroying female health*, in all the ways in which it could be most effectually done, were drawn up, it would be exactly the course which is now pursued by a large portion of this nation, especially in the more wealthy classes.

At the same time, I can present *facts*, showing that the results of such a course have been an amount of domestic unhappiness, and of individual suffering, in all classes in our land, that is perfectly frightful, and that these dreadful evils are constantly increasing.

You have read often of the Greeks. Some twenty centuries ago they were a small people, in a small country; and yet they became the wisest and most powerful of all nations, and thus conquered nearly the whole world. And they were remarkable, not only for their wisdom and strength, but for their great beauty, so that the statues they made to resemble their own men and women have, ever since, been regarded as the most perfect forms of human beauty.

The chief reason why they excelled all nations in these respects, was the great care they took in educating their children. They had two kinds of schools—the one to train the minds, and the other to train the bodies of their children. And though they estimated very highly the education of the mind, they still more valued that part of school training which tended to develop and perfect the body.

In the family, too, although the higher classes took care that their children should improve the mind, all, from the highest to the lowest, were earnest in efforts to train the rising generation to have healthy, strong, and beautiful bodies. And when these people met at their national festivals, they not only read or recited history and poetry before these great assemblies, but they still more delighted in games and sports, which exhibited the beauty, strength, gracefulness, and skill of the human body.

But the American people have pursued a very different course. It is true that a large portion of them have provided schools for educating the minds of their children ; but instead of providing teachers to train the bodies of their offspring, most of them have not only entirely neglected it, but have done almost everything they could do to train their children to become feeble, sickly, and ugly. And those who have not pursued so foolish a course have taken very little pains to secure the proper education of the body for their offspring during the period of their school life.

In consequence of this dreadful neglect and mismanagement, the children of this country are every year becoming less and less healthful and good-looking. Every year I hear more and more complaints of the poor health that is so very common among grown people, especially among women. And physicians say, that this is an evil that is constantly increasing, so that they fear, ere long, there will be no healthy women in the country.

At the same time, among all classes of our land, we are constantly hearing of the superior health and activity of our ancestors. Their physical health and strength, and their power of labor and endurance, were altogether beyond any thing witnessed in the present generation.

Travellers, when they go to other countries, especially when they visit England, from whence our ancestors came, are struck with the contrast between the appearance of American women and those of other countries, in the matter of health. In this nation, it is rare to see a married woman of thirty or forty, especially in the more wealthy classes, who retains the fulness of person and freshness of complexion that mark good health. But in England, almost all the women are in the full perfection of womanhood at that period of life.

Now, it is a fact, that the health of children depends very much on the health of their parents. Feeble and sickly fathers and mothers seldom have strong and healthy children. And when one parent is well and the other sickly, then a part of the children will be sickly and a part healthy. Thus the more parents become unhealthy the more feeble children will be born. And when these feeble children grow up and become parents,

they will have a still more puny and degenerate offspring. So the case will go on, from bad to worse, with every generation. What then, if what I state be true, are the prospects of this nation, unless some great and radical change is effected?

Such a change is possible. The American people have far better advantages than the Greeks had to train their offspring to be strong, healthful, and beautiful, while the means of *retrieving* the mischief already done are in their hands. Nothing is needed but a *full knowledge* of the case, and then the *application of that practical common sense and efficiency to this object* which secures to them such wonderful success in all their business affairs.

EARLY MENTAL CULTURE.

THE universal admission that success in life and personal consideration depend on intellectual development and extensive knowledge, has led many, in their ignorance of physiological principles, to force mental labor on young children. But, in most cases, both the minds and bodies of the little sufferers have been enfeebled by an over-exertion of the brain, when as yet imperfectly formed. There is nothing more painful to witness than the unnatural disproportion which mental precocity introduces between physical and intellectual life. Parents and teachers have much to answer for, who, regardless of the manifest designs of nature, condemn young children to sedentary occupations, and force intellectual acquirements upon their tender minds, at the risk of unduly exciting the nervous system, injuring the brain, and undermining the constitution. So close is the immediate connection between mind and body, that the former cannot be over-exerted without the latter feeling the baneful effects of the undue excitement.

The most eminent physicians of ancient and modern times proclaim the fatal influence which overstraining the mind of youth has on the health and bodily frame. Of the numerous medical authorities which we could bring forward on this point, we will confine ourselves to one, that of the celebrated Tissot, who says, "Long continued application in childhood destroys life. I have seen young children of great mental activity, who manifested a passion for learning far above their age, and I foresaw with grief the fate which awaited them; they commenced their career as prodigies, and ended by becoming idiots or persons of very weak minds. * * * No custom is more improper or cruel than that of some parents who require of their children much intellectual labor and great progress in their study. It is the tomb of their talent and their health." Of

those who have survived the direful effects of a premature and exclusive excitement of the mind, few indeed have ever risen to eminence.

The histories of the nations among which classical literature and the sciences have been much cultivated, and which have consequently afforded parents opportunities or inducements to force abstract studies upon their children, abound in facts which prove the truth of these observations. Intellectual precocity is but too frequently attended by premature death or debility through life. The instances are very rare of young geniuses having arrived at old age ; whilst, on the contrary, many of those whose education began comparatively late, have remained engaged to the end of a long life in the most intensely intellectual labor.

"Experience," says Dr. Spurzheim, "demonstrates, that of any number of children of equal intellectual power, those who receive no particular care in childhood, and who do not learn to read and write until the constitution begins to be consolidated, but who enjoy the benefit of a good physical education, very soon surpass, in their studies, those who commence earlier and read numerous books when very young. The mind ought never to be cultivated at the expense of the body ; and physical education ought to precede that of the intellect, and then proceed simultaneously with it, without cultivating one faculty to the neglect of others ; for health is the base, and instruction the ornament of education."

Let parents then check, rather than excite in their children, this early disposition to mental activity, or, rather, let them counterbalance it by a due proportion of physical and gymnastic exercises ; for it is not so much the intensity as the continuity of the mental action, which is injurious to the constitution. Let them not cause the age of cheerfulness to be spent in the midst of tears and in slavery ; let them not change the sunny days of childhood into a melancholy gloom, which can, at best, only be a source of misery and bitter recollection in maturer years.

Physical exercises and the cultivation of the perceptive faculties should, with the reading of moral and instructive books, form the principal occupations of children. Their expanding frame requires the invigorating stimulus of fresh air ; their awakening organs seek for external objects of sense ; their dawning intellect incessantly calls for the action of their observant powers. This is the great law of Nature. She has given to the child that restless activity, that buoyancy of animal spirits, that prying inquisitiveness, which makes him delight in constant motion and in the observation of new objects. If these wise intentions of Providence be not frustrated ; if he be allowed to give himself up to the sportive feelings of his age, he will acquire a healthy

constitution, and a physical and perceptive development, which are the best preparation for mental labor.

Of the men who have conferred benefit on society and have been the admiration of the world, the greater number are those who, from various causes, have in early life been kept from school or from serious study. They have, by energetic and well-directed efforts, at a period when the brain was ready for the task, acquired knowledge, and displayed abilities which have raised them to the highest eminence in the different walks in life, in literature, the arts and sciences, in the army, the senate, the church, and even on the throne. The history of the most distinguished among those who have received an early classical education, sufficiently proves that it is not to their scholastic instruction, but to self-education after the period of school, that they chiefly owed their superiority.

David, the sublime author of the Psalms, followed in his early occupations the dictates of nature ; he had, in his youth, muscular power to tear asunder the mouth of a lion, to resist the grasp of a bear, and to impart to a pebble velocity sufficient to slay a giant. Napoleon, when in the school of Brienne, was noted in the quarterly reports of that institution as enjoying *good health* ; no mention was ever made of his possessing any mental superiority ; but, in physical exercises, he was always foremost. Sir Isaac Newton, according to his own statement, was inattentive, and ranked very low in the school, which he had not entered until after the age of twelve. The mother of Sheridan long regarded him as the dullest of her children. Adam Clarke was called a "grievous dunce" by his first teacher ; and young Liebig, a "booby" by his employer. Shakspeare, Molière, Gibbon, Niebuhr, Byron, Humphry Davy, Porson, and many others, were in like manner undistinguished for early application to study, and, for the most part, indulged in those wholesome bodily exercises and that freedom of mind, which contributed so much to their future excellence.
—*Marcel.*

HABIT.—I trust every thing, under God, to habit, on which, in all ages, the law-giver, as well as the schoolmaster, has mainly placed his reliance ; habit, which makes everything easy, and casts all difficulties upon the deviation from a wonted course. Make sobriety a habit, and reckless proficacy will be as contrary to the nature of the child, grown or adult, as the most atrocious crimes are to any of your lordships. Give a child the habit of sacredly regarding the truth, of carefully respecting the property of others, of scrupulously abstaining from all acts of improvidence which can involve him in distress, and he will just as likely think of rushing into an element in which he cannot breathe, as of lying, or cheating, or stealing.—*Brougham.*

Resident Editors' Table.

GEORGE ALLEN, Jr., ... Boston. } RESIDENT EDITORS. { ELBRIDGE SMITH, Cambridge.
C. J. CAPEN, ... Dedham. } M. S. STEARNS, Framingham.

MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Eleventh Annual Meeting of this Association, will be held in Lowell, at Mechanics' Hall, on Monday and Tuesday, the 26th and 27th of November.

The Association will assemble on Monday, P. M., the 26th inst., at 3 o'clock, for the transaction of preliminary business, and to hear, and act upon, the reports of the Secretary, Treasurer, and of Special Committees. After which, the prospects and management of the "Massachusetts Teacher," a journal sustained by the Association, will be discussed.

LECTURES WILL BE DELIVERED AS FOLLOWS :

On Monday evening, at 7½ o'clock, by Hon. George S. Boutwell, LL. D., Secretary of the Board of Education.

Tuesday, P. M., at 3 o'clock, by B. F. Tweed, A. M., Professor in Tufts College, Somerville.

Tuesday evening, at 7½ o'clock, by Rev. Joseph Haven, Jr., Professor of Intellectual Philosophy in Amherst College.

THE FOLLOWING SUBJECTS WILL BE IN ORDER FOR DISCUSSION :

1.—*The Propriety of requiring Scholars to Study at other times than during School Hours.*"

2.—*"The importance of Physical Geography as a Branch of Study in our Common and High Schools."*

3.—*"The best Methods of Teaching Penmanship."*

Teachers who may desire accommodations in private families, are requested to send their names to the Publisher of the "Massachusetts Teacher" by Monday the 19th inst.

Should arrangements for railroad facilities to those attending the meeting be made, notice thereof will be given in the Boston evening papers of the 23d and 24th inst.

JOSIAH A. STEARNS, *President.*

CHAS. J. CAPEN, *Sec'y.*
Boston, Nov. 5th, 1855.

The late appearance of the "Teacher" for this month is attributable solely to delay on account of the above notice.

C. J. C.

FOREIGN CORRESPONDENCE.

MANSFELD, GERMANY, July, 1855.

IN the last number of the "Teacher" I gave its readers a translation from the treatise of Madame de Staël, on Germany ;

I wish in this to describe a visit made to a very remarkable school; remarkable not for its size, not for its liberal endowment, not for the learning of its teachers, but because it was the school which Luther attended. In the public school of Mansfeld he was a pupil from so tender an age, that his father used to bring him in his arms, up to the time when in his fifteenth year he went to study in the higher school of Magdeburg. Here it was that he received fifteen blows in one day, for Luther was no saint, either as boy or man, and was by no means so fortunate as to escape the rod. A friend in Berlin has told me, however, that in this matter, the translator of Dr. Merle's History of the Reformation has made Luther's master little better than a brute, representing that he gave the child fifteen *floggings* in one day. The reader who has the History at hand, would do well to turn to its pages, and correct the error, for it is hardly creditable to Luther's school-boy days, that it should stand recorded in a book so well known as Merle's History, that he received fifteen floggings within six hours.

Externally the school-room has the same appearance as when Martin Luther entered its door. Over that stands now a statue in relief of one of the courts of Mansfeld, with these lines written beneath:

Cen Trojanus equus pugnaces ventre cohortes
Edidit, eductos sic schola docta viros.
In plures nobis, Maunorum Eques, ede Lutheros
Et surgent Christo plura trophæa duci.

"As the Trojan horse sent out from its belly warlike bands, so a well-taught school sends forth cultivated men. Give more Luthers to us, knight of Mansfeld, and trophies will yet rise to the victorious Christ."

Within, all is changed: the stone pavement whereon his feet trod, alone remains untouched. The walls are whitewashed, the upper rooms turned into a dwelling house for the present teacher; the old seats on which Luther used to sit have been removed and destroyed. On one the name of the Reformer was cut with a knife; that too is gone. When the last, and perhaps the only Americans who have ever been here before, visited the school five years since, the old seats were still to be seen, but since then the teacher who received them in so friendly a manner has died, and the building has been made more conformable to the wants of the present generation.

Still the spirit of Luther dwells in the place: it is called Luther's school; the Reformer's portrait is to be seen in every room, and the thick walls, the windows with their small panes, the low studded ceiling, all bring those olden times to mind, and one can easily imagine the sickly little boy, the miner's son, on the benches before him.

This is the first school for young children which I have

visited in Germany, and a description of its appearance, of the method of teaching, so far as a half day would admit of seeing it, may not be uninteresting to the readers of the "Teacher." My own investigations have therefore been confined to the Re-al Schools and the Gymansiums; and of these I shall speak in future letters.

The Luther School in Mansfeld contains about one hundred scholars. Two classes are taught in the building where the Reformer first received instruction; another, the class for girls, meets under the church, where Luther often preached; and the elementary school, where both sexes are initiated into the mysteries of the German alphabet, is held in a neighboring room. These four classes form one school, and are under the general direction of Mr. Pohlmann, the instructor of the highest class. The age of the pupils is the same as in the summer schools with us; and when they have been here grounded in Reading, Writing, Arithmetic, Geography, History, and Morals, they are sent to the neighboring town of Eisleben, the birthplace of Luther, to enter the Re-al School, and to advance to the higher stages of instruction.

The instruction given is of the most thorough kind. Everything is systematized after the general custom in Germany, and an hour is given to every class. The teachers enter thoroughly into the spirit of their work, and everything that the stranger notices bears that air of earnestness which is so grateful to see. The order of the school was nearly perfect. During the half day which I spent there, I saw no instance of whispering, nor any breach of good manners. This is the more to be wondered at, when we consider the crowded state of the rooms. The desks are not separate, as with us, and each accommodated about ten pupils. So closely are they placed together, that at the end of the session I noticed that it was impossible for the pupils to rise and walk into the aisle: they were obliged to work their way along in a very primitive manner.

At the entrance of a stranger, the pupils rise together, and give in concert, the common salutation, "Ich empfehle mich," I recommend myself; and as he leaves the room, all rise again and say, "Adieu!" This originally French expression has become thoroughly Germanized, and is daily to be heard in the streets and in the shops. The school closes in this instance as with us, the teacher addressing himself to those sitting on each bench, but there was this difference: as each scholar left the room he said "Adieu." These were the only things which were novel, and which seem peculiar to the German character.

I had the pleasure of witnessing four school exercises, in writing, map-drawing, reading and analysis. The writing was excellent: such neat pages and carefully written copies I have never seen. One recognizes here that great feature of the

national character, that exact knowledge of the relations of parts and of sounds, which gives them their excellence in drawing and music.

The German children have this advantage in writing: they have two separate hands to learn: the Italian which we use, and the Deutsch or national hand, well adapted to rapid writing, but stiff and utterly ungainly. It is well known to the readers of the "Teacher" that German books are every year more and more printed in the Roman character. All scientific books are so; railway tickets, cards of admission to lectures, the laws printed by order of government are so, and the people are gradually becoming reconciled to the change. But the old handwriting is still clung to. I do not think that it will ever be entirely superseded. For stereographic purposes it is admirable. I have often seen students at the University take down a lecture word for word from the Professor's lips; and a system of handwriting that has this advantage, may well dispense with ornament.

The exercise in analysis which I witnessed was excellent. The terms used in German Grammar are much more intelligible to children than those of Latin origin which are employed with us. The substantive or noun, which conveys to our children no idea, because they do not know Latin, is to the German children the "Haupt-wort," the head-word; the conjunction is the Bind-wort, the translation of which is so obvious that I will not write it. What life such a nomenclature gives to this usually unmeaning exercise, can readily be imagined.

Reading too, was very carefully, and what was better, very well taught. Mr. Giesemann, whose class I had the pleasure of hearing, is the compiler of the text-book in common use, and is himself an excellent reader. The German reading books, as I have noticed, are very different from our own. Instead of being composed mainly of extracts from classic authors, and therefore of a literary character, they are mostly made up of bits of history, natural science, geography, and while they teach the scholar to read things which are within his comprehension, they throw a great deal of light upon his school studies.

I talked with the teachers about the methods of discipline which they employ in the government of the school. They punish with the rod an incorrigible offender, but they use words so long as they are equally effective. The province of the teacher is broader than with us; they have the care of the children both within the school-room and beyond its walls. Farther than this, Mr. Pohlmann told me, that it is his duty, if he sees any boy in the place, whether his scholar or not, engaged in anything which is not correct, to exercise the same vigilance over him as over the children under his instruction. What a field for influence is thus opened to the faithful teacher.

In such duties can he realize what a hold he may have upon posterity, onerous as his career may be, he can rely that they will all be recompensed. W. L. G.

{ POMEROY ACADEMY,
{ POMEROY, OHIO, July 21, 1855.

To the Resident Eds. of Mass. Teacher:—

Gentlemen, below you find a solution of the Problem which it contains.

Let BC, AC, and AB be represented by a, b, and c respectively, and the half sum of the sides by s. Bowditch's Nav., p. 14. Prop. LXI., $R^2 : (\cos. \frac{1}{2} C)^2 :: ab : s(s-c)$, hence

R^2	20.000000
$s = 673$	2.828015
$s-c = 245$	2.389166
	25.217181
$(\cos. \frac{1}{2} C)^2 = (\cos. 24^\circ 38')^2$	19.917122
$ab = 199553.211$	5.300059
$a + b = 918$. By Quadratics,	
$b = 564.488$	} The required sides.
$a = 353.512$	
$B = 91^\circ 59' 13''$	} The req. angles.
$A = 38^\circ 44' 47''$	
$C = 49^\circ 16' 00''$	
$180^\circ 00' 00''$	

The angles A and B are easily found by the following proportion, $c : a :: \sin C : \sin A = 38^\circ 44' 47''$; $c : b :: \sin C : \sin B = 91^\circ 59' 13''$. The value of ab may be found by the following formula, which is given in nearly all works on Trigonometry: $\cos. \frac{1}{2} C = \sqrt{\frac{s(s-c)}{ab}}$ Peirce gives it on the 48th p., Trig. Davies, on p. 317, Legendre; Gummere on p. 59, Surveying.—Hutton's Math. p. 590.

Yours respectfully,

KEEN.

We have received other solutions which we shall endeavor to insert in the next number. RES. Eds.

TEACHERS' INSTITUTES.

Those already appointed will be held as follows, viz.:

At Chelsea,	Oct. 1-5.
At Shrewsbury,	" 7-15.
At Ashburnham,	" 15-19.
At Rutland,	" 22-26.
At Adams,	Oct. 20, Nov. 2.
At Yarmouth,	Nov. 12-16.

THE

MASSACHUSETTS TEACHER.

Vol. VIII, No. 12.] J. KNEELAND, EDITOR OF THIS NUMBER. [December, 1855

THE MASSACHUSETTS TEACHER.

THIS number completes the present volume of the "Teacher;" and we deem it a fit occasion to say something to our readers in its behalf. For eight years it has striven to diffuse correct ideas upon the great subject of education, to make known the most successful methods of instruction, to awaken a desire for a higher culture on the part of teachers, to increase their sense of responsibility, and to excite more interest in their profession than has been heretofore manifested. It has not labored in vain. Its success has been even greater than was anticipated. But as all advance always shows us something beyond, worth striving for, so from the present position of the "Teacher," we can easily see how it can be made to accomplish more.

It is well known that the "Teacher" was first brought into being by the action of the State Association; and that it has always been under its control. It was the first to take the field as a strictly professional journal,—one in the hands of teachers themselves. It had its difficulties to encounter,—difficulties not fully appreciated now; but, through the perseverance of its friends, it surmounted them all. Pecuniary sacrifices were cheerfully made, and time and efforts freely given; and as the result of all, we now have the "Teacher" established upon a permanent basis, with a list of subscribers steadily increasing from year to year. Its income is not what it should be, not what we hope it will be; but it is enough to remunerate the publisher. It only remains for all its present friends to exert themselves but half as earnestly for it as did its early friends, to put it in a better position than any educational journal in this country has ever reached.

From the beginning, the editorial service has always been free. No editor or correspondent has ever received anything for his articles. And though, amid the press of daily duties

the labor of preparing a number of the "Teacher" has been seriously felt, still teachers who have been called upon to serve as editors have not felt at liberty to decline. Want of time and the unwillingness of others to furnish communications have sometimes compelled an editor to send out a different number from what he desired; still, each one has cheerfully done what he could, and we have reason for believing that the readers of the "Teacher" have been abundantly satisfied with the labors of its editors. To them its reputation at home and abroad is mainly due. They have gained for it its present standing and influence, and made it an efficient instrumentality in the work of education. Whether the present system of editing is the best or not, is a question worth considering. Perhaps a better one can be devised when the publisher's receipts will allow an appropriation for editorial purposes.

The action of the Massachusetts Teachers' Association has been extensively imitated in other States. The "Teacher" has now many worthy coadjutors in the field. New York, Pennsylvania, Ohio, Connecticut, Illinois, Georgia, Rhode Island, Michigan, each has its Teachers' Journal. Some of these are conducted upon the same plan as our own, and all are conducted with ability. We heartily commend them to those of our readers who wish to extend their observations abroad, and receive light from all quarters. Possibly a knowledge of what the teachers of other States are accomplishing may not be without its advantages in leading our own teachers to more active efforts for the advancement of educational interests here. We have read the journals upon our exchange list with interest, and would make our grateful acknowledgment for many valuable ideas. We regard it as no small honor for the "Teacher" to have been the pioneer of this class of journals. We trust that the teachers of Massachusetts will see that it is so well sustained and conducted that it will never suffer when brought into comparison with them.

It is in the power of our teachers, we verily believe, to produce a better educational journal than has yet been seen. We wish they would just now take the subject of the "Teacher" into more earnest consideration, and each one manifest a willingness during the coming year to do his part towards making it what he conceives it ought to be. The burden of sustaining it would be comparatively light, if it could be more equally distributed. One or two articles each year from each one, embodying his best thoughts, or most successful methods, would furnish all the matter desirable. The articles that have filled the pages of the eight volumes now completed, have been drawn from but a small portion of our teachers. They are but the harvestings of a narrow field. The crop has been excellent; and it is its excellence that makes us look with longing upon

the far wider field whose rich soil has not yet produced anything which the "Teacher" could gather in. Let all our teachers, of all the different grades of schools, manifest only a small degree of interest even, and allow the "Teacher" to draw upon them once in a while for the fruits of their experience, and it will at once increase in usefulness and efficiency. It would thus receive a greater variety of articles, and be able to do full justice to all departments of education.

Before all the improvements that are desirable can be made in the "Teacher," it must have a more earnest support. Not one quarter of the teachers of the State are its subscribers. The receipts will not allow the publisher to go to any extra expense in enriching its pages. This ought not to be so, and it is unworthy our State that it is so. Let our subscription list be doubled, and there will be something to spend in improvements. Can it not be doubled? If only half of our teachers subscribe, it will be more than doubled. More than quadrupled will it be, if all subscribe. And why should not all subscribe? One dollar a year is but a small contribution to the cause, even though it yielded no individual return. There are but few teachers who cannot afford to make it. But it would yield a return in every instance; for the funds thus secured would enable those having the "Teacher" in charge to produce a journal that would be worth something to all, — one no teacher could afford to do without. We should like to ask all the teachers in our State to try the experiment for one or two years of subscribing for the "Teacher," and paying for it in advance. Try the experiment upon the next volume. Let its first issue fall into the hands of thousands of friends. You will find it not ungrateful. It will come to you each month more and more worthy of your support.

The "Teacher" has, and always has had, a large number of subscribers in other States. It is held, we believe, in good repute everywhere. No doubt, this number will be increased. But it is to the teachers of our own State it must look mainly for its support. As this number of the "Teacher" will not go to all, let us ask of those who do receive it to lend their influence in extending its circulation. Will not some friend, or friends, see that every city and town is canvassed, and every teacher invited to subscribe? Members of School Committees and friends of education would find the "Teacher" of interest to them. From them, if proper means were taken, we might obtain much aid. We do not want to fall into the fashion of the day, and offer this and that to those who will obtain subscribers for the "Teacher." We desire only a legitimate interest to be manifested in it. We want substantial support. All that is received for the "Teacher" will be expended on it. The only aim

of those having it in charge will be to produce the best journal possible with the means at their command. Let all those who would see the "Teacher" constantly improving, and occupying a position among educational journals worthy of Massachusetts, the pioneer State in education, labor to multiply those means.

LETTER FROM GOTHA, GERMANY.

[From our Foreign Correspondent.]

GOTHA, the capital of the "five acre patch" sneered at by the coach driver in one of Mrs. Trollope's books, is one of those charming cities which one finds scattered through Central Europe, which are so lovely, embosomed by the thousand trees which line the streets and crown the eminences, that it requires an effort for the traveller to tear himself away, after a single day's sojourn. When after my return to America I shall hear one of our countrymen sneer at the little German States, and say that their names are hardly worth the learning, I shall always wish that he may sometime visit one of the cities which form their capitals, not large, judged by the common measure of size, but enriched by more art, beautified by more taste, and cherished with more care than any city of which we can boast.

The first building which we passed on our way from the depot to the city, was the stable of Ernest, brother of Prince Albert of England, and Grand Duke of the State of Saxe Gotha. Opposite is his palace, a neat but very unassuming building, in elegance and in architectural design wholly inferior to his stables. The building for the horses is of hewn stone; the palace of brick, covered with the mastic which so generally prevails throughout Germany. High on the hill, over 1300 feet above the level of the sea, is the palace in which the former duke used to reside, filled with cabinets, and historical curiosities, an admirable collection of paintings, ancient statuary, gems and medals, Chinese and Japanese trinkets, rooms splendidly furnished, and sumptuous beyond description, and yet deserted by the duke for a small house near the bottom of the hill, but which has this great *advantage*, that then he can be near his horses. It will be remembered that Albert's taste, also, is strongly for the chase; the father of these two princes had the same preference, though it was left for the son to build a palace for his horses. William the Third and Great of England, with all his passionate fondness for hunting, would never have been guilty of so senseless a piece of extravagance.

This morning, in company with Prof. ———, I had the pleasure of visiting the stores of the brothers Perthes, and the establishment for the sale of the porcelain manufactured here.

Time pressed us both, and we therefore did not go over the rooms and inspect the various departments, which, with true German politeness, the proprietors invited us to do. But these German publishing houses are so curious, even with regard to the sales room, that I must devote a moment to them.

We inquired first for the publishing house of Justus Perthes, where the admirable maps of Sprüner, Stieler, and Berghaus are issued, maps of which our countrymen are now beginning to know, and which I wish might be introduced into our schools and libraries and drive out the whole mass of incorrect, badly engraved, and badly painted atlases which swarm in America. These are sold very low, are cheaper every way than our own, and it requires very little knowledge of German to become master of their contents. These maps would do more to incite interest in study and secure thorough scholarship than any other apparatus of double the expense, which could be introduced among us. There is Sprüner's Historical Atlas—the Second Part, for instance. What a luxury is the study of the past with such an auxiliary. Years have I spent, like hundreds in America, in historical reading, with such aid as a badly executed series of maps, representing the divisions of the world at the present time, would afford. Nothing can give false ideas of history than such a course. Think of reading the story of Charlemagne's conquests by the aid of a map of modern Europe; of trying to gain a conception of what Saxony was, by looking to see what Saxony is; of measuring our Lombardy by the Lombardy which Charlemagne conquered; and of tracing the ancient France by following the boundaries of the modern. Think of the luxury of going again over the old ground with Sprüner's atlas; of having seventy-three colored copperplate engravings representing the different divisions of the world and the boundaries of separate countries at all stages of their history since the time of Christ; thirteen for instance of Europe, thirteen of Germany, six of Italy, seven of France, and so on; the whole seventy-three, together with more than a hundred smaller charts, representing cities at various dates in their history, walled towns, battle-fields, and remarkable places, costing bound but eighteen dollars. The sum may seem a large one, but the same book could hardly be published in England for half that number of pounds. This collection is of course for large libraries of reference, and for professed historical students; for schools and families there are smaller atlases, of equal merit, sold for three or four dollars.

I have been led into many words upon this subject, but I know that I shall not be accused of advertising the maps published by Mr. Perthes for the sake of that gentleman's benefit. The professors in our colleges and our chief librarians and

teachers are no less anxious than I can be that they should be known ; for of all the studies which we neglect, history suffers the most. It is true we have not that inspiring stimulus which is derived from living surrounded by spots, every one of which could tell a story of the past ; but wherever among us history is studied, the pleasure which it gives ought at least to be increased as much as the possession of accurate and elegant charts can do it.

The two establishments of the brothers Perthes, one for books and the other for maps, are truly German in their style. We inquired first for the establishment where the atlases and charts known over all Europe are issued, and were directed to a large house, close by, which did not differ in the slightest degree externally from a dwelling house. The door was ajar, and my companion stepped in, but immediately came out saying, "This cannot be the place ; this is a dwelling house." But there was no doubting that we had been directed to this place by a gentleman who seemed a resident of the city, and one of us gently opened a door leading from the hall, disclosing a room filled with very miscellaneous contents, and hardly giving a clue from which we could judge whether we were right or wrong. Presently a young man appeared, of rather obtuse understanding however ; but soon after, a young woman who was bright enough for two, and from her we learned that this was in reality the publishing house, and that in the room on the other side of the hall, we should find the clerks. To the room on the other side of the hall we went, and found a quiet, cosy place, filled very inconveniently, as a Boston bookkeeper would think, with loose papers. Three persons were quietly writing there, who very politely gave us all the information we wanted. The remainder of the house is devoted to storing the charts, and they are brought out when asked for.

Just so was it with the brother Frederick Perthes, the publisher of some of the best got up books which have come from the German press, and among others an edition of Pliny's Natural History, now almost complete, which it has been the labor of years to make perfect. The newly discovered books will form a part. But the counting room was small, and not a book was to be seen in it but account books ; the proprietor was sitting on the sofa quietly eating a sandwich, and drinking a glass of wine. That there were books reserved in the other rooms of the house, we soon learned ; for, presently, he began to exhibit copies of the works published by himself, and the little table was soon loaded. The conversation of Mr. Perthes was not of that shallow kind which sometimes decoys the purchaser into the belief that he is talking with a man who values books as coined minds,—as dollars in an oblong form ; it was that of a

man with whom money is one end, but with whom the great end is to secure perfect accuracy and finish in his books, so that they should recommend themselves to scholars, and not need puffing in the face of a public which is unwilling to take the trouble to judge for itself. Such a man, a man who loves his work not alone for the money it brings him, it is a pleasure to meet.

GOtha, 1855.

W. L. G.

[For the Massachusetts Teacher.]

SHOULD DRAWING BE TAUGHT IN OUR COMMON SCHOOLS?

DRAWING is, we suspect, generally looked upon by the community at large, in the light of a graceful accomplishment merely. It is supposed to be something that is a suitable and becoming finish to the education of young ladies, but of no practical use in the business of life.

From this position we dissent, and we offer the following reasons which lead us to believe that drawing should be universally taught in our schools.

First: As a discipline to the eye. The education of the senses, especially those of sight and hearing, may be carried to an almost indefinite extent, and it is a part of the great system of education which, in respect to sight, has been entirely neglected or left to chance; no systematic effort is made to train the eye, no pains are taken to enable it to judge of the comparative size, shape, or color, of objects which are constantly thrown upon its retina.

How often, when we ask a friend for an accurate description of an object of interest he may have seen in his travels, and which we wish to bring before the mental eye and fix in the mind by this process, are we doomed to disappointment, simply because he has failed to observe with accuracy, and impress clearly upon his own mind, the object he is attempting to describe.

Now the direct tendency of drawing is to remedy this defect in our education. No one can become an adept in this art, without having first acquired an accuracy of observation. One must be able to judge correctly of the comparative size of objects on the same plane, and from this to judge of their distance from the observer; also to compare the various parts of an object; to seize the points and recesses, the angles and curves, which make up the outline of each and every object he would draw.

Again, he must study critically the effect of light and shade, aerial perspective, and many of those delicate points which fail to impress the mind of the common observer. He must so dis-

dissect and stamp it upon the mind, through the organs of sight, as to be able to see it as distinctly when the eye is closed as when it is open. We are confident that this power can be obtained, and that by practice it will become so familiar as to be performed almost unconsciously.

The advantage of this acquirement, this power to seize and daguerreotype minutely, vividly and indelibly upon the mind, the various scenes and objects that are constantly floating before the eye, and the ability to reproduce them at pleasure, must be obvious to every one. A private panorama is thus produced without money and without price, which, in length and breadth, in accuracy and beauty, no Banvard ever yet has, or indeed can, transfer to canvas—a panorama which may be unrolled and used at any moment in imparting information or in transacting the business of life.

The training of the muscles to act in obedience to the dictates of the will is, as every one who has attempted to teach penmanship very well knows, a long and tedious process. The pupil may grasp the mental picture of the letter, may see it clearly in all its parts, may be able to analyze it and tell correctly in what particular he fails to copy it, and yet, when he wills his hand to move, as it must move to make it, he fails. The muscles will not work upon the fingers, and the fingers will not move the pen, as he wills them to ; and nothing but long and patient practice will bring about the desired result.

This perfect command of the muscles which is indispensable in penmanship, may be acquired just as well in drawing, as in writing. And there is this decided advantage in favor of the former, it is far more attractive to children ; for it is rarely the case that a child is found who is not fond of drawing.

Observation has taught us, that improvement in penmanship keeps pace with improvement in drawing ; and experiment has proved, that if a certain number of hours are required to bring a class of pupils to a given standard in writing, the result may be reached as well by devoting half of the given time to drawing ; therefore, and if for no other reason, we would have drawing taught as an auxiliary to penmanship.

In the various occupations, in all the practical duties of life, the ability to draw with accuracy and rapidity is of great value.

We believe the farmer would be more successful, if he were able to take a pencil and draw a plan of his fields, or sketch the graceful outlines of his full-blooded stock.

The horticulturist who can make with his own hand correct drawings of his choice fruits, or new vegetable productions, has an acquirement of practical value. The carpenter should be able to draft his own plans, the shipbuilder his models, and, in fact, throughout the mechanic arts it would be of real value as a practical acquirement.

The gentler sex will find its utility in copying patterns of various articles of dress ; in designing ornaments to make home attractive, and in amusing and instructing the younger members of the family.

As an aid in the study of Geography and Geometry, its value is unquestioned. Therefore we would have it taught for its practical value.

Its effect upon the taste is direct and powerful ; it leads to a careful observation of the various effects of different combinations of angles and curves, lights and shadows, the harmony of colors, the atmospheric effects, and all the varying phases of nature and art ; and, having observed, the mind is led to choose those which are the most harmonious and beautiful, thus cultivating, directly, a true taste ; and that taste once cultivated, all that does not please it,—all that is false and distorted,—becomes at once distasteful, whether it be found in the physical, moral, or mental world.

In thus cultivating a taste for what is beautiful and true, we are indirectly exerting a restraining moral influence. If our youth are taught to see and appreciate the beautiful and the true, which are from God, they will not, they cannot, love the false, which is not from God.

Upon this point we once heard one of our most celebrated living divines speak as follows : —“ Let my son have a real love for the beautiful in art and nature, and I have no fears that he will fall a victim to the allurements of vice and crime which are thrown around his pathway of life. He may be led astray, he may taste of false pleasures, but they will pall upon his appetite. He will find them hollow and unsatisfactory, and turn away with loathing and contempt to real pleasures,—to the really beautiful because true,—true and beautiful because from God.”

“Art, how thy finer glories rise
Beyond all scope of space or size ;
Creation to thy finger bends,—
To cunning mastery condescends.

Yet thou obeisance too dost own,
Taking from hand unseen thy crown ;
Reigning in light, with noiseless word,
A shining witness of the Lord.”

NEW ENGLAND NORMAL INSTITUTE.

WE regret to learn, from authority, that this seminary is to come to a close at the end of the autumn term. The association of instructors by whom it has been sustained, with the aid

of a limited fund generously furnished by their friends in Lancaster, find it unadvisable to continue the sacrifice at the cost of which it has hitherto been kept up.

The liberal provision now made by the State, for the education of young men intending to devote themselves to the business of teaching in public high schools, has superseded the necessity of a private establishment for a higher normal training than is furnished in the normal schools of the State. We hope, however, that the State will not fail, in due season, to provide a normal institution for the professional training of the State scholars who are henceforward to enjoy the benefit of a college course of study, with a view to becoming competent teachers in our public high schools. The college course is a noble advantage to a high-school teacher; but it does not provide the peculiar professional training required as a preparation for successful instruction in the grade of schools in which he is to teach.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THE Norfolk County Teachers' Association held its semi-annual meeting on the 25th and 26th of October, at South Dedham. The inhabitants of the village, through Mr. Boyden, extended a generous welcome to the teachers. They received them into their homes, and spared no pains to render their visit a pleasant one. The teachers of Norfolk County will have occasion long to remember their friendly reception by the people of South Dedham.

The meeting was an unusually profitable one. The lectures were admirable, and the subjects selected for discussion were such as called out the practical views and methods of teachers. The President, A. Wellington, Esq., of the Quincy High School, contributed much to the success of the meeting, by the courteous and acceptable manner with which he presided over its deliberations.

On the first day, the discussion was mainly upon the question, — "How do you teach Grammar?" Messrs. Metcalf, Dodge and Hagar of West Roxbury, Kneeland of Roxbury, Slafter, Wilson, and Brigham of Dedham, Stevens, Boyden, Putnam, and the Rev. Messrs. Fisher and Colburn of South Dedham, Gage of Boston, and Smith of Dorchester, took part in it. Not all that was said was in direct answer to the question. The speakers ranged over a wide field. The merits of the study, the merits of comparative philology, and the relative claims of parsing and analysis came in for their share of attention. Still several gentlemen confined themselves pretty closely

to giving their own methods. The general opinion seemed to be that the elementary principles of Grammar should be taught orally. There was some difference of opinion in regard to the best method of proceeding,—one gentleman, after the noun, took up the preposition, another the verb, and then the adjective, and so on. All agreed, however, that the scholars should proceed no faster than they thoroughly understood; that what they learned should be preparatory to the analysis of sentences, as well as to mere parsing; that the principles of Grammar should be applied by them as fast as learned, by the formation of sentences of their own. The discussion elicited much of practical importance.

Quite a spirited discussion took place upon "School Libraries" in the evening. One point attended to was the kind of books to be selected for reference, and the manner in which they should be used. Besides Encyclopedias, Dictionaries, and Gazetteers, it was thought that Books of Travels, Biographies of distinguished men, and scientific works, ought to be supplied. It was strongly contended that every school ought to possess a good library of reference books. As all scholars cannot well during the preparation of a lesson have access to these books, on account of there being generally but one copy of each, it was thought best for some particular scholar, or scholars, to look out the subjects referred to, and read the explanations to the class, or to learn what was necessary in relation to them, and give it to the class during the recitation. Different scholars should, of course, be selected from day to day, that all might be trained in the use of these books.

In regard to a "Circulating Library" for the use of scholars, there were various opinions. Some very much doubted their utility; but all agreed that where there were such libraries, the books should be selected with the greatest care, and the teacher should as much as possible direct the reading of his scholars, and see that they read to advantage. It was said that very much of the reading of the present day was useless, or worse than useless, because so hasty and superficial; and that it was very important to train children to correct habits of reading. Much discussion arose in regard to novels. Some would exclude them entirely from the Libraries; others would admit those of a certain class. Several gentlemen mentioned novels they had read in their youth, from which they had received good impressions. Such books they thought it useful to read. But still, the general opinion seemed to be that there were but few books, if any, belonging to the class popularly called novels, that ought to be placed in such Libraries. Messrs. Hagar, Putnam, Paine of Quincy, Pike of Lawrence, Horr of Brookline, Kneeland and Fisher, participated in the discussion.

The latter part of the session was occupied with the question, "Should prizes be recognized among the incentives of the school-room?" It was admitted that in particular cases prizes might sometimes be usefully offered; but as one of the regular incitements to study in a school, the practice of offering prizes was by a majority of the speakers condemned. It was argued by two or three that more study and better conduct was gained by holding out such incentives; that prizes were offered to men all their lives through, and even in the world beyond; and that, therefore, it was but right and in the natural order of things, to offer prizes in the school; and that the evils that others saw arising from this practice were mostly imaginary, and more than counterbalanced by the good gained. On the other side, it was shown that the same amount of study, and the same behavior, might be gained by other and better means; that such incentives would not lead to broad and solid scholarship; that they could not possibly produce the highest forms of character; that they were leading scholars to do from a comparatively low and transient motive, that which they might be led to do from a high and permanent one; that some injustice must necessarily be done in the distribution of prizes, as it is impossible to take all the circumstances of each scholar into the account; and that they produced rivalries and jealousies. For these reasons it was earnestly contended that teachers ought not to hold them out as incentives to study and good conduct. This debate was carried on by Messrs. Stevens, Snow and Vose of Dorchester, Putnam, Kneeland, Fisher, Slafter and Wilson.

A lecture was delivered on Thursday afternoon by Rev. Wm. H. Ryder, of Roxbury. He began by alluding to the two things to be aimed at in the work of Education—one, the communication of knowledge; the other, the development of the faculties of the mind. These should always be kept in view. They have a natural connection. The reception of knowledge aids in disciplining the mind; and the discipline of the mind prepares for the reception of knowledge. He spoke of the influence of different studies in producing these results. Teachers should have their own plans, and teach from themselves. He knew they were sometimes liable to great injustice, because the examination of their schools was oftentimes assigned to those who were not fully acquainted with the subjects taught. Different men also had different standards, and therefore reports were not always just to all. He thought teachers should be left to follow their own plans and methods, and be held responsible for results. He urged them not, in cultivating the intellect, to neglect the heart; to teach daily the eternal truths of God; to be watchful over their characters, which were silently and unconsciously influencing the characters of their pupils; and to

gain a just conception of the magnitude of their work, and consecrate themselves heartily to it. The lecture was very interesting, and brought out many important ideas. It was exceedingly gratifying to hear such advanced by one whose long experience as a committee man, and whose general knowledge entitle them to so much weight.

The evening lecture was delivered by Samuel J. Pike, Esq., Principal of the High School in Lawrence. His subject was the "Democratic Principle in School Government." His idea was not that the teacher should put the government of the school into the hands of his scholars; neither should he govern as an absolutist; but that he should so far admit the democratic principle in framing his school-laws, as to allow his scholars to have some voice in them, and to lead them to feel some responsibility for them. Self-government, he maintained, is the essential thing; and the teacher, instead of putting his scholars in a position where they desire to thwart his plans and violate his rules, had better lead them to co-operate with him, and feel desirous of maintaining the government of the school. He thought it all the more necessary in a republican government like ours that the children should be trained to self-government. The lecture was finely written, and gave evidence of much thought. Had the lecturer shown by examples how he would have this principle applied, he would have enhanced the value of his very acceptable lecture.

Dr. Edward Jarvis, of Dorchester, delivered the last lecture. His aim was to point out the consequences of a misdirected education, and particularly to show how such an education often produced insanity. The first thing requisite, before we undertake to educate a child, is to understand his nature, and, then, the purposes for which he is designed. Every faculty has its own proper place in the human economy, and each should be so developed that all might act in harmony. Some faculties are found weaker than others, and often those which should be subordinate become ruling powers. A perfect plan of education would cultivate each according to its particular need. The physical appetites should be subordinate to the intellect; and all, under the control of conscience. Oftentimes a faculty becomes so much developed, and acts with so much power as to throw off, not for a time merely, but permanently, the control of reason, and thereby deprives the individual of all power of correcting the distorted and false impression he receives. A state of insanity is thus produced, which becomes generally more and more hopeless. He showed how a want of understanding of the nature of the child on the part of parents and teachers, had frequently led to this result. The lecture was eminently a useful one. Dr. Jarvis has given much time to the investigation

of the conditions and causes of insanity, and few are so well qualified to speak upon the subject.

We hope none will do the lecturers the injustice to judge of their lectures by these imperfect sketches. We have only aimed to give some idea of the subjects presented. They were all listened to with great interest, and added much to the usefulness of the meeting. The sessions were brought to a close on Friday afternoon. The customary votes of thanks were offered by Mr. Hagar, who prefaced them with a few appropriate words expressive of his gratification that all the arrangements of the meeting had proved so successful. He paid a deserved compliment to the inhabitants of South Dedham. Rev. Messrs. Fisher and Colburn made short speeches in reply. The Association then sung Old Hundred, and adjourned.

PRIMARY INSTRUCTION.

[The Annual Report of the Condition of the Schools in Cincinnati has just been received. These schools are, in many respects, in a promising condition. Their wants are ably set forth, and many improvements proposed. From the excellent Report of the Superintendent, Andrew J. Rickoff, we give the following extract:—]

WHEN I first visited the Primary Grades, except at times of recitation, I found the pupils almost wholly unemployed, and as at that time, the principles and advantages of classification were little understood, or were deemed quite inapplicable to the Primary Departments, and as there was consequently a very large number of classes, even the individual system prevailing in many cases, the time devoted by each class to recitation, was very limited, not exceeding forty minutes per day, in the best arranged schools. Even in these, economy of time and labor was not studied; and while one was reciting, the others were listless, so that the time really devoted to each child, per day, was little more than the quotient produced by dividing the time devoted to the class, by the number of pupils in the class. All the rest of the time, they were compelled to sit, the hands clasped on the lap, or folded on the breast, or when the teacher was not so nice, they were permitted to take any position their languor might dictate. So passed day after day, and month after month, relieved only by the occasional scoldings of the teacher, on account of the restlessness of the poor scholars.

I first set myself about giving them constant, interesting, and useful employment. It was not without difficulty that the object was accomplished. Finally, however, all objections were overcome, and most of the teachers made an effort to qualify them-

selves for the novel work,—a draft on their resources which was not expected in the schools in which they were employed. The first means, and the only one introduced, was the use of the slate, for printing, writing, or drawing. By a simple reference to the table, showing the *studies pursued*, it will be seen that 8391 pupils have been taught writing, who were never before supposed to be able to receive such instruction. Two or three thousand have learned to write a good, legible hand, and many hundreds even elegantly. But the ability to write is not all the advantage that has accrued from this appropriation of time, formerly worse than lost.

As soon as a pupil has learned to write the script character, or even to print with facility, he loves to exercise his new acquirement, just as a little child loves to talk, for the sake of talking. To copy his spelling and reading lessons, affords him pleasure, and for a time he is employed in this way. But he need not be long engaged in copying. Original exercises next occupy his attention; they call for a higher exercise of the mind, and give zest to the employment. At first, he is directed, perhaps, to write the names of objects in the school-room. His earliest attempts will afford but meagre results. A half dozen items will likely complete his list; if, however, his attention be directed to the different classes of objects, and the parts which compose them, as in the construction of the room itself, the furniture, articles of clothing, etc., the list is soon enlarged, and grows beyond the capacity of his little slate. Then he may commence anew with his own name, the names of his brothers, sisters, parents, grandparents, uncles, aunts, cousins, neighbors, and so on; then again, the names of different classes of objects, the different kinds of flowers, trees, shrubbery, animals, houses, professions, trades, weights, measures, musical instruments, articles of food, of clothing, natural objects and artificial, articles light, heavy, smooth, soft, of different colors, etc., etc., in almost infinite variety. In this class of exercises, there is enough of matter and variety to occupy the first two years of school life, if it were desirable to continue it so long. Next sentences may be written, descriptive of given objects, narrating given incidents, describing the way to and from home, walks in the city, in the country, at different seasons of the year, etc. Then the exercise may be applied to practice, on the meaning and use of words. Objects may be named, and all the possible qualifying words added to them. Words may be given and sentences constructed containing them. Sentences may be written, certain words being omitted, and these omissions may be supplied in the greatest imaginable variety of ways. Sentences may then be required containing the words of the definition table, and so on, almost *ad infinitum*.

I cannot forbear giving a copy of some of the first of these exercises which I found on the blackboard of one of the most intelligent and enterprising of our teachers. She had written at the head of the board, the word "VEGETABLE," as the class of objects which she wished her pupils to enumerate. Raising their hands as the names occurred to them, they were permitted to speak one by one, and the enumeration went on, the teacher writing as it proceeded,—cabbages, potatoes, beans, turnips, radishes, peas, tomatoes, cucumbers, parsley, carrots, horse-radish, egg-plant, spinach, lettuce, beets, parsnips, water-melons, mush-melons, corn, wheat, barley, oats, rye, buckwheat. At another time under the head of "BIRDS," they dictated as the teacher wrote, yellow, mocking, blue, canary, cat, red, black, jay, gray, the pigeon, parrot, robin, martin, owl, dove, hawk, crow, quail, wren, eagle, raven, swan, kite, duck, goose, chicken, turkey. I found written on the board, under the head of "PIES," what would make the mouth of an epicure water,—cherry, apple, blackberry, strawberry, peach, custard, gooseberry, chicken, plum, cranberry, mince, grape, currant, rhubarb, lemon, orange, raspberry, veal, pumpkin, and quail. Then the direction how to make an APPLE PIE:—peel the apples and cut them, cook them, make the crust, put the crust in the pan, put the apples into the crust, put the sugar into the pie, put on the top crust, put the pie into the oven and bake it, then—EAT IT. Some objections might possibly be urged against the process, but I give it as I found it.

The foregoing exercises were copied, as I have said, from the blackboard of one of our Primary grades, where lessons of this kind have been given with the greatest degree of success. They were prepared for no special occasion, and were all written by the teacher, at the dictation of the pupils, she not suffering herself to make any additions. After being written by the teacher, they were written and re-written by the pupils. The exercise is a simple one, but its very simplicity is its chief excellence. It tasked, and exercised, and, therefore, developed the faculties of the attention, observation, and memory; it taught the pupils to write, to spell, and it awakened mind, and gave increased interest in the school. Were no other good accomplished, than to occupy the time, and engage the labor of pupils, it would amply repay for all the attention given it. Whatever children are accustomed to do, or to be, becomes habit; if to be busy, they become industrious; if to be idle, they become indolent. If they pass several hours of a day in mental inactivity, they become stupid. The experience of all teachers renders it quite certain that the mismanagement of the Primary Department and the bad habits formed therein, are, in no slight degree, the causes of the stolidity which we meet in

the higher Departments. We might go farther and say what every reflecting observer must admit to be true, that not a little of the indolence and consequent poverty, rags, and wretchedness, that choke up the streams of public and of private charity, is attributable to the habits almost forced upon the children of the schools. If we would have more active, intellectual men in the world, we must not repress, but encourage the mental activity of children.

READING.

Every man and every woman who can read at all, should adopt some definite purpose in their reading—should take something for the main stem and trunk of their culture, whence branches might grow out in all directions, seeking light and air for the parent tree, which, it is hoped, might end in becoming something useful and ornamental, and which, at any rate, all along, will have had life and growth in it.

It must not be supposed that this choice and maintenance of one or more subjects of study must necessarily lead to pedantry or narrowness of mind. The Arts are sisters; Languages are close kindred; Sciences are fellow workmen: almost every branch of human knowledge is immediately connected with biography; biography falls into history, which, after drawing into itself various minor streams, such as geography, jurisprudence, political and social economy, issues forth upon the still deeper waters of general philosophy. There are very few, if any, vacant spaces between various kinds of knowledge: any track in the forest, steadfastly pursued, leads into one of the great highways; just as you often find, in considering the story of any little island, that you are perpetually brought back into the general history of the world, and that this small rocky place has partaken the fate of mighty thrones and distant empires. In short, all things are so connected together, that a man who knows one subject well, cannot, if he would, fail to have acquired much besides: and that man will not be likely to keep fewer pearls who has a string to put them on, than he who picks them up and throws them together without method. This, however, is a very poor metaphor to represent the matter; for what I would aim at producing, not merely holds together what is gained, but has vitality in itself, is always growing. And anybody will confirm this, who, in his own case, has had any branch of study or human affairs to work upon; for he must have observed how all he meets seems to work in with, and assimilate itself to, his own peculiar subject. During his lonely walks, or in society, or in action, it seems as if this one pursuit were something almost independent of himself, always on the watch, and claiming its share in whatever is going on.

Again, by recommending some choice of subject, and method in the pursuit of it, I do not wish to be held to a narrow interpretation of that word "subject." For example, I can imagine a man saying, I do not care particularly to investigate this or that question in history; I am not going to pursue any branch of science; but I have a desire to know what the most renowned men have written: I will see what the twenty or thirty great poets have said; what in various ages has appeared the best expression of the things nearest to the heart and fancy of man. A person of more adventure and more time might seek to include the greatest writers in morals or history. There are not so many of them. If a man were to read a hundred great authors, he would, I suspect, have heard what mankind has yet had to say upon most things. I am aware of the culture that would be required for such an enterprise; but I merely give it as an instance of what may justly come under the head of the pursuit of one subject, as I mean it, and which certainly would not be called a narrow purpose.

There is another view of reading, which, though it is obvious enough, is seldom taken, I imagine, or at least acted upon; and that is, that in the course of our reading, we should lay up in our minds a store of goodly thoughts in well-wrought words, which should be a living treasure of knowledge always with us, and from which, at various times, and amidst all the shifting of circumstances, we might be sure of drawing some comfort, guidance, and sympathy. We see this with regard to the sacred writings. "A word spoken in due season, how good is it!" But there is a similar comfort on a lower level to be obtained from other sources than sacred ones. In any work that is worth carefully reading, there is generally something that is worth remembering accurately. A man whose mind is enriched with the best sayings of the poets of his own country, is a more independent man, walks the streets in a town, or the lanes in the country, with far more delight than he otherwise would; and is taught by wise observers of man and nature to examine for himself. Sancho Panza with his proverbs is a great deal better than he would have been without them: and I contend that a man has something in himself to meet troubles and difficulties, small or great, who has stored in his mind some of the best things which have been said about troubles and difficulties. Moreover, the loneliness of sorrow is thereby diminished.—*Friends in Council.*

RULES FOR STUDY.—Professor Davies gives the following:—

1. Learn one thing at a time.
2. Learn that thing well.
3. Learn its connections as far as possible with all other things.
4. Believe that to know everything of something is better than to know something of everything.

FROM MR. MAY'S BRIDGEWATER ADDRESS.

[The following tribute to the memory of a departed teacher, and allusion to one for whom we hope many years are yet in store, will be heartily responded to by many of our readers. It is an extract from the Address delivered before the Bridgewater Normal Association by Rev. Samuel J. May :—]

IN the district school, hard by the house where I lived six happy years, in another part of this county, I had frequently observed, among other very bright girls, one who seemed to me peculiarly intelligent and lovely. I followed her into the schools she was afterwards called to take charge of, and perceived that she possessed, in no ordinary degree, *the gift of teaching*. By my advice she came hither,* and passed a year or more under the admirable discipline of Mr. Tillinghast.

On her return, she was made principal of the Union High School in Scituate. There she soon made manifest to all intelligent observers, how much even one who had a *genius for teaching*, could be benefited by the studies, discipline, experiments of a Normal School.

Miss Tilden went with me to Lexington; and I was very soon assured, that if I was myself insufficient for the duties of the place, I had conferred an inestimable blessing upon the cause of education by bringing her into that situation. Never have I seen one, who could, like Caroline Tilden, quicken the most sluggish intellect, fix the most wandering attention, and inspire the most indifferent with the desire to know. Often have I suspended for a while the exercises of my own classes, that I might enjoy the feast of listening to her teaching, and catch some of the effluence of that spirit, which seemed to guide her every word and motion. She was in the school continually as an angel of light and love. And there she lived and unsparingly labored five bright years, and thence ascended to those kindred "spirits, which do always behold the face of my Father in Heaven."

Much as I attributed her admirable skill in teaching to the inspiration of Him from whom cometh every good and every perfect gift, she would always tell me with a glow of gratitude, how much she owed, under God, to her teacher at Bridgewater. The training which she here received from Mr. Tillinghast was, I doubt not, of inestimable value to her.

You, who have been his pupils, can tell me better than I can tell you, what there was in Mr. Tillinghast's methods and manners that summoned each faculty of the mind to do its duty in

*Mr. N. C. Nash, a wealthy merchant of Boston, a native of the same town with Miss Tilden, at my request, gladly consented to pay her expenses, so long as she should find it profitable to continue here.

its time, place and measure ; never to thrust itself forward to excite surprise and court admiration ; but to content itself with contributing, as alone it could, in its time, place and measure, to the harmonious movements of the whole intellectual and moral being.

Mr. Tillinghast's aspect was at first forbidding. He had been subjected in his youth to the severe, unyielding, harsh discipline of a military school. At West Point Academy, the physical and mental powers, I know, are often admirably drilled. But I fear the discipline there sometimes exerts an unhappy influence upon the social, if not upon the whole moral character. The moral character of Mr. Tillinghast you will all, I am sure, testify was unharmed ; for he has ever shown himself to be most conscientious and pure.

All his pupils, I believe, who remained long enough under his instructions to appreciate him justly, concur in bearing high testimony, not only to his surpassing skill in teaching, but to his purity, elevation of purpose, and true though not forth-putting benignity. He showed while here that he was fitted to instruct and to command ; that he wielded a plastic power. The impressions that he made upon very many of his pupils were obvious and ineffaceable ; not only on their intellectual, but on their moral characters ; not only in forming them to be school teachers, but to be *true* men and women in every relation of life. His great aim was to keep alive in himself, and to awaken in all about him, the deepest *sense of duty*, its high behests—its sacred obligations. This is the true foundation of character. It can rest securely on God alone.—“ Every signal act of duty is altogether an act of faith.” And the daily and hourly unflinching adherence to that which one fully believes to be true and right, *is eternal life*. I am told that a favorite passage, often repeated by Mr. Tillinghast in school, was the following from Wordsworth :

“ What are things eternal ? Powers depart,
Possessions vanish, and opinions change,
And passions hold a fluctuating seat ;
But—by the storms of circumstance unshaken,
And subject neither to eclipse, nor wane,
Duty exists.”

Mr. Tillinghast's life as a Normal School teacher has ceased. His account with his fellow-men and with his Maker on that score, is made up, and cannot be changed. And this is an appropriate occasion, and here the fitting place for those of us who have known him best, through his long career of fourteen years of usefulness, to give our testimony respecting him. It is due to the public which he has served so well ; it is due to him, worn out, as we fear, in that service. It is all the more due to him, as he is one whose unfeigned modesty is such, that he

is ever wont to depreciate himself and the value of any thing he has done. I doubt not there are welling up from the hearts of many who hear me, memories of inestimable benefits received from Mr. Tillinghast—and testimonies to the value of his services in this school, higher far than I have ventured to intimate.

THE PERCEPTION OF BEAUTY.

THIS age is sometimes called utilitarian; and in many respects it certainly is so. That which can be put to use in supplying the physical wants is most prized. Men are in eager pursuit of wealth, or are so poor as to be hard-pressed for the necessities of life; so they come to regard that most which can be coined into money, or bring a supply of food. Still, this does not express the whole truth; for men are not wholly given to the worship of Mammon. The wealth gained is often used in obedience to the higher principles of man's nature. It sends the light of Christian truth to darkened minds; it endows colleges; it gladdens the earth with blessed charities; it upholds art, and does much to adorn and beautify. The world has always a bright side, and that side it is best to keep ever in view. Yet the ugly fact, that men are for the most part chained to the earth to dig and delve, is met at every turning; and so eagerly are they gazing into their sand heaps for grains of gold, that the beauty which is bending over them and smiling around them, is as though it were not.

That each man has faculties to enable him to perceive and appreciate beauty, cannot be questioned. In a true plan of education, these would receive their share of attention, and be properly developed. They have heretofore, as far as the education of the mass of the people is concerned, been almost entirely overlooked. The aim has been to unfold those faculties, merely, which fitted for what has been called practical life. Most of the efforts of schools are thus directed now; and perhaps it cannot at present be otherwise. But, still, it is in the power of teachers to do very much towards developing that part of the child's nature, which seizes upon the beautiful, and draws from it its genial and inspiring influences. As far as this can be done, it should be done. It is quite certain that through the whole educational course, from the primary school upwards, something may be accomplished here by each successive teacher, without any serious loss of time from the regular studies pursued in the schools.

The great error in our system of education is that the perceptive faculties are scarcely trained at all. Hence children and men do not observe things as they should. They see with-

out seeing, and only a small part of the objects beheld are impressed upon the mind. All besides is confused and indistinct. How few, for instance, can describe the line of the horizon, often one of great beauty, as seen from their homes, or from some neighboring eminence, though they have beheld it thousands of times. And this, because their attention has not been properly directed to it. Let the attention of scholars be called to this line, and at some future time require, as an exercise in composition, a description of it. Two things will then be accomplished at the same time. Lead them to note the difference in their sensations, as the eye passes over hill and dale, along the dead level of the sea, around the sharp corners of distant buildings, or across some wavy forest. That which causes the most pleasing sensation will, of course, be the most beautiful to them. At another time, bid them describe the great features of the landscape enclosed by this line. Insist upon close observation and faithful description. If they understand fully what is required of them, they will find pleasure in doing it; and as they note the forms of the surface, the groupings of buildings and trees, the positions of water, and so on, they will discover beauties, of which they before knew nothing, though the same landscape has been spread out before them for years. Could they be taught to sketch all these, it would be far better; but that could hardly be accomplished in our schools now.

Next, this same landscape may be made to give lessons in light and shade and color. There are not many scholars whom an intelligent teacher could not lead to find pleasure in viewing the thousand shades of the same color even with which the landscape is adorned; in beholding the ever-varying hues produced by the ceaseless play of light and shade, as the wind sweeps over meadow and forest, or the fleecy cloud veils and unveils the sun. Let them search for any two spots that have precisely the same coloring, or the same arrangement of light and shade. They might thus be led to spend hours in learning the wonderful variety of forms and colors, which nature offers to view, under the influence of those delightful emotions which true beauty ever excites.

The great features of the landscape need not occupy the whole attention. The teacher may descend with his scholars into particulars. Nature has done nothing which is not worth study. She has clothed in beauty even her lowliest forms. Each tree, in its form and foliage, each plant, each flower, has elements of beauty, which only special study can discover; but once discovered, that tree or flower is beheld as never before. It is invested with a charm that never departs. It not only pleases when beheld, but as often as memory brings back its

image, it sheds its beauty upon the heart. There is even in the sand-bank, in the roughest rock, in the moss that grows over it, in the dusty wayside weed, a beauty which will gladden the eyes of him that seeks it. Every teacher, who is himself a lover of beauty, can open here sources of enjoyment to his pupils, which will save them from much of the sorrow and evil of life.

Let him by no means fail to direct their eyes upwards. Few know the beauty that ever graces the skies. The clear trembling blue that seems to tempt your gaze on and on to the fancied heaven beyond; the thousand cloud-forms that repose lightly on the summer air, or are driven on by the rushing winds, ever changing in form and hue; the rich play of the morning light, the gorgeous train that waits upon the setting sun, all glow with the divinest beauty, which in its purifying and elevating influence lifts the soul from earth to heaven. Let scholars be taught to watch the setting sun, and after it has disappeared, to note the intermingling and gradation of colors, from the cold purple of the zenith to the glowing gold of the horizon; let them watch the change from gold into orange, from orange to crimson, from crimson to purple, and so on till the dull blackness of night gathers, and the stars come out to stand their nightly watch, and they will behold visions of beauty which will light up the chambers of their minds forever. These glorious sunsets, which are so frequently occurring, are in some measure beheld by all. The brightness which robes the western sky attracts all eyes. But their chief and most moving beauty is not seen by the careless beholder. Only the earnest observer traces those delicate shadings and softened tints, which glow with beauty not of earth, and soothe the soul into a repose like that which one imagines the "beloved disciple" to have felt as he leaned upon the Saviour's breast.

In cities, and in some measure everywhere, teachers can point out the beauties of art, and direct their scholars where they can find what is worthy of their study. Fine pictures might from time to time be exhibited, and their excellences shown. Coarser ones might also be sometimes used for purposes of criticism. A few such lessons even, would be invaluable, and would do much towards forming a true taste. The time may come when the walls of our school-rooms, instead of being disfigured with hideous anatomical plates, will be adorned with pictures of real beauty, and its niches graced with busts and statuettes. Could a love of beauty be awakened in the hearts of the scholars, it would be a powerful auxiliary for good. The moral tone of the school would be elevated at once.

Beyond the mere outward forms of beauty scholars should be taught to look. All this robing of earth and sky has a

meaning; and it is this meaning that most works into the soul, and chastens and refines it. Beauty is expressive of the love of God; for it can be only in love that he has woven so fair a vesture for the earth, and insphered it with such glowing skies. The sentiment of beauty, therefore, lifts all to him, and makes them feel the arms of his love encircling them. It wins from all that is low and sensual to all that is pure and ennobling. There may be a recognition and love of beauty, even where there is forgetfulness of God. But how much brighter does it glow, how much sweeter and purer the emotion it awakens, when God's love shines out through it. The teacher in laboring for these results may gain nothing that will appear in examinations, or grace his exhibitions; but he will have the satisfaction of knowing that he has opened to his scholars sources of pure enjoyment; that he has been instrumental in storing their minds with beautiful images, which will fill many an otherwise vacant hour with bright visions, and charm away pain and sorrow in times of sickness and distress; that he has opened to them a path which leads to God.

A FEW WORDS TO THE TEACHERS OF OUR WINTER SCHOOLS.

BEFORE the issue of our next number, many of our winter schools will commence, and in some of them teachers will be employed, who engage in the work for the first time. It is to such, more particularly, that we wish to say a few words. Presuming that you have duly considered the nature and magnitude of the work before you, we will endeavor to offer a few brief suggestions which may be of some service to you.

1. *Give your heart to the work before you.* Remember that the very moment you enter the school-room you assume responsibilities and duties of a new and important nature. In the discharge of these duties you will be constantly exerting an influence which will have a life-long existence for the weal or woe of your pupils. An influence of some kind you must exert. Your every word, act, movement, and look, will make impressions, salutary or otherwise. Then strive to convince your pupils, at the very outset, and continually, that you wish to do them good, and the greatest possible amount of good. Let all your actions and all your expressions give evidence of this. Let your time and your energies be given to the great work before you.

2. *Be punctual and prompt.* Do not linger on your way to school, and be not content to arrive a few minutes late, or even just at the moment for commencing. If you would have your scholars punctual you must be so yourself. Example and pre

cept should go together. If your pupils always find you at the school-room a few minutes before the time, ready to greet them with a cheerful smile, they will be strongly induced to be there early, with their "morning-shining faces" all ready to reflect back your pleasant looks. Make them feel that you will always be in season, and let them be assured that they may always find you at the school-room, some ten or fifteen minutes before the hour for commencing, and they will be much inclined to imitate your example.

3. *Be sure to have good order.* This is of the first importance; it is, indeed, indispensable. Without order you cannot have a good school. You may have pupils of ability, and talent, and goodness, but they will need governing and directing. They may possess the best of traits and qualities, but they will need your guiding hand. Therefore keep the reins of government in your own hands, and be sure that you *bear a steady rein*. A skilful coachman will guide and control his horses at will, and safely conduct those in his charge to their destination; but one unskilled might only hold the reins, while the uncontrolled steeds should rush on to sure destruction. So it is with the teacher. If he rightly understands the nature of the young mind, and the nature of his duties, he will safely discipline and guide them; while, if he is unskilled and reckless, he may only have the name of holding the reins of government, as his pupils bear him with themselves to destruction. If you would govern wisely and well, have not many rules, but see to it that the few you do have are properly understood, and exactly and promptly obeyed. Be sure that you never *scold* in school, and never threaten a punishment which you have no intention of inflicting. Be firm, be calm, be cheerful. Be ever ready to *assist* your pupils, but not too ready to *tell* them all they wish to know. The best way to render true assistance may be to encourage them to search for themselves. If you can succeed in awakening a lively interest in the school and its exercises, the discipline will be comparatively easy. Therefore make it a prominent point to make all lessons and recitations as interesting and attractive as possible.

4. *Be thorough in your teaching.* Let your ambition be to do *well*, rather than *much* or *many things*. Let every exercise be thoroughly understood, and to this end do not limit your questions to the text-book. Ask many questions in addition to those in the book, and be sure that every subject is fully comprehended. Make haste slowly, but surely, thoroughly. We might offer other suggestions, but if these are properly regarded, others may not be needed; and if they are not rightly received and considered, others would be useless.—*Connecticut School Journal*.

TEACHING AND TRAINING.

MANY teachers fail to accomplish what they wish, because they do not understand the difference between *teaching* and *training*. To *teach* is to communicate instruction, to impart information: to *train* is to "*exercise, to discipline, to teach and form by practice,*" says Webster. With those who are already educated, measurably, mere *teaching* or precept may suffice; but for young persons, those who are *to be educated, training, practice, must be superadded, or much of our labor will be lost*. This is the object we have in view in many of our reviews and repetitions, and in the various exercises by which scholars are required to apply in practice what they have attempted to learn.

With reference to intellectual culture, this training is intimately connected with the *law of association*, which lies at the foundation of *habit*. Much may be learned on this subject by observing the plans adopted by those who have acquired skill in the training of animals. The following is related of a successful horse-trainer, who called at a certain nobleman's, and offered to ride any horse which could be produced. "Having one remarkably stubborn, the nobleman told a groom to bring her out. The stranger then deliberately mounted, and urged her to move, but not one step would she stir. After a pause he quietly dismounted, gave her one severe stroke with his whip, and again resumed the saddle. The mare remained immovable, but the man preserved his temper, and got down quietly a second time, repeating the blow, but with no better success. After the third stroke, however, she was completely subdued, and moved forward with perfect obedience.

It now became evident that the design of the horseman was to give the animal time to associate the idea of her disobedience with the stroke that followed. When this was established, she was willing to move. On the contrary, if a shower of blows had been dealt out, as thousands of horsemen would have done, the mare would have had no time to reflect, and both she and her rider been roused into fury."

A couple of good anecdotes are told of Dean Swift, which are exactly in point. His servant-girl, whose duty it was to attend to his fire and keep his study in order, had an inveterate habit of leaving the door open; and though she had been reminded of this failing again and again, and had received "precept upon precept," still her bad habit was not mended. On a certain day, she had permission to attend a fair in the neighborhood, and just before starting, having repaired to the she left, she withdrew, leaving the door open as usual. The

Dean waited till she had crossed the lawn and nearly reached the gate, a distance of several rods from the house, and then despatched a servant in great haste to call her back. She was, of course, not a little vexed at the unexpected summons ; when she appeared at his door, and inquired what was wanted : " Shut the door, Mary," said the Dean, without lifting his eyes from his book.

At a certain time he was making a journey on horseback, accompanied by his footman. After a few days, John, having found that his master's boots, which he had spent so much time in polishing, became, in a few hours after starting in the morning, quite as muddy as they were the night before, concluded that his labor was all lost, and accordingly the next morning presented the boots without cleaning. To his master's inquiry, he gave the above reasoning, which appeared to be quite satisfactory. The Dean, however, immediately directed the host not on any account to give John any breakfast. When the servant was called on to start, he informed his master that he had had no breakfast. " Ah," said the Dean, " I thought if you should eat this morning, you would be hungry again by noon, and it would therefore do no good."

No one acquainted with the laws of mind will need to be told that the methods adopted by the Dean were crowned with success proportionate to their shrewdness.

It is in accordance with the ideas here sought to be enforced, that the wise man says, "*Train up* a child in the way he should go, and when he is old he will not depart from it." Mere teaching will not always suffice : skilful *training* will rarely fail to accomplish its object.—*Ohio Journal*.

WORK.

What are we set on earth for ? Say, to toil—
Nor seek to leave thy tending of the vines,
For all the heat o' the day, till it declines,
And Death's mild curfew shall from work assoil.
God did anoint thee with his odorous oil,
To wrestle, not to reign ; and He assigns
All thy tears over, like pure crystallines,
For younger fellow-workers of the soil
To wear for amulets. So others shall
Take patience, labor, to their heart and hand,
From thy hand, and thy heart, and thy brave cheer,
And God's grace fructify through thee to all.
The least flower, with a brimming cup, may stand
And share its dew-drop with another near.

E. BARRETT BROWNING.

PUNCTUATION.—A country schoolmaster, who found it rather difficult to make his pupils observe the difference in reading between a comma and a full point, adopted a plan of his own, which he flattered himself would make them proficient in the art of punctuation; thus, in reading, when they came to a comma, they were to say *tick*, and read on to a colon or semicolon, *tick, tick*, and when a full point, *tick, tick, tick*. Now, it so happened that the worthy Dominie received notice that the parish minister was to pay a visit of examination to his school, and as he was desirous that his pupils should show to the best advantage, he gave them an extra drill the day before the examination. "Now," said he, addressing his pupils, "when you read before the minister to-morrow, you leave out the *ticks*, though you must think them as you go along, for the sake of elocution." So far so good. Next day came, and with it the minister, ushered into the school-room by the Dominie, who, with smiles and bows, hoped that the training of the scholars would meet his approval. Now it so happened that the first boy called up by the minister had been absent the preceding day, and, in the hurry, the master had forgotten to give him his instructions how to act. The minister asked the boy to read a chapter in the Old Testament, which he pointed out. The boy complied, and in his best accent began to read—"And the Lord spake unto Moses, saying, *tick*, speak unto the children of Israel saying *tick, tick*, and thus shalt thou say unto them, *tick, tick, tick*." This unfortunate sally, in his own style, acted like a shower bath on the poor Dominie, whilst the minister and his friends almost died of laughter.

A PRONOUNCING, EXPLANATORY, AND SYNONYMOUS DICTIONARY OF THE ENGLISH LANGUAGE. BY JOSEPH E. WORCESTER, LL. D.

The author has styled this work "The Academic Dictionary." It has been designed to meet the wants of the higher class of schools. All well authorized English words are contained in it; and their pronunciation has been marked with the greatest care, and the most appropriate definitions given. The bringing together of synonymous words is a new and very important feature of the work. The appendix has, besides the pronunciation of Greek and Latin, Scripture and Geographical names, a list of Christian names with their significations, of the words and phrases often quoted from other languages, and of the principal deities and heroes of antiquity. We hesitate not to pronounce it the best Dictionary for general use that has yet appeared. The publishers have done their part well, and deserve great credit for presenting it to the public in so attractive a form.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... Boston. } RESIDENT EDITORS. { ELBRIDGE SMITH, Cambridge.
C. J. CAPEN, ... Dedham. } { E. S. STEARNS, .. Framingham.

THE FRANKLIN COUNTY COMMON SCHOOL ASSOCIATION.

THIS Association held its annual meeting at Shelburne Falls, on Wednesday, Oct. 31st, 1855.

In absence of the President, the meeting was called to order by the Secretary. D. O. Fisk was appointed President, *pro tem*. Prayer was offered by Rev. W. F. Loomis, of Shelburne Falls.

Messrs. Field, Newton and Miner were appointed a committee to nominate officers for the year ensuing.

The reports of the Secretary and Treasurer were presented.

The Association was then favored with an address by H. H. Pratt, Esq., of Shelburne Falls.

F. W. Miner, of Greenfield, then introduced an Exercise in Teaching Arithmetic, upon which a spirited discussion arose, participated in by Messrs. Kingman and Foster of Charlemont, Miner, Vent and Pratt.

The committee to nominate officers reported the following, who were duly elected:

President — D. O. Fisk, of Shelburne.

Vice President — S. O. Lamb, of Greenfield.

Secretary and Treasurer — D. H. Newton, Greenfield.

Directors — Rev. Geo. M. Adams, Conway; H. A. Pratt, Esq., Shelburne Falls; Henry M. Goddard, Orange; S. T. Field, Shelburne Falls; Edwin A. Pratt, Montague.

Committee on Prizes — C. F. Vent, Esq., Greenfield; Rev. W. F. Loomis, Shelburne Falls; Rev. J. F. Moors, Deerfield.

Auditors — Rev. J. H. Merrill, Montague; E. B. Alvord, Shelburne. Adjourned.

EVENING SESSION.—The question, "Is it advisable to offer Prizes as incentives to emulation in our Public Schools," was discussed by Messrs. Newton, Fisk, Kingman and Field.

The Association then listened to an address by George Stevens, Esq., of Lowell. Subject—"The true end of Education."

Adjourned.

THURSDAY MORNING.

W. T. Loomis in the Chair. Prayer by S. T. Field.

The Committee on Essays reported that equal prizes be awarded to No. 5 and No. 6, of \$5 each, which were then read before the meeting.

The Secretary then opened the envelopes corresponding to the successful Essays. No. 5, Miss Esther Newton, Green-

field; No. 6, Miss Marie A. Sawyer, Wendell. The remaining Essays, upon application to the Secretary, will be returned to the authors.

Voted, That hereafter the Committee on Prize Essays be allowed to present a report on all the papers submitted to them for examination.

Exercise in teaching. Reading, by C. F. Vent, of Greenfield, and discussed by Messrs. Pratt and Miner.

The last hour was occupied by Prof. Arms upon the subject of "Aid to Memory."

Resolved, That the attendance upon and interest shown at this meeting, encourage us to persevere, and endeavor to render the future meetings of the Association more useful and interesting, and worthy the attention of teachers, and of the whole community.

Resolved, That the thanks of the Association be presented to Messrs. Pratt and Stevens for their very able and instructive addresses before the Association.

Resolved, That the thanks of the Association be presented to the people of Shelburne Falls for their kind and cheerful hospitality, and for their active efforts to make the present meeting so pleasant and useful, and also to the Baptist Society for the use of their church.

Adjourned *sine die*.

D. H. NEWTON, *Sec.*

For the Massachusetts Teacher.

HAMPDEN COUNTY TEACHERS' ASSOCIATION.

A MEETING of this Association was held at Monson, Friday and Saturday, October 19th and 20th.

The meeting was called to order at half past three in the afternoon, on Friday, by the President, Mr. Barrows, of Springfield. The lecturer appointed for this hour not having arrived, Mr. Tufts, Principal of Monson Academy, gave a lecture on *System*. The lecture was full of sound sense and practical wisdom, and we regret that our limits will not permit us to give an analysis of it.

Wm. H. Wells, Principal of the State Normal School at Westfield, followed with an interesting account of the state of education in Canada, and a description of the Normal School at Toronto. Mr. Wells has lately returned from a visit to the Provinces, where he has been to acquaint himself with the common school system of Her Majesty's dominions.

The evening session was opened by a lecture from A. Parish, Principal of the High School at Springfield. Subject—Moral Instruction. The lecture contained many practical suggestions of great value. It was followed by a poem delivered by J. E. Taylor, Esq., of Springfield, Subject—Letters.

A discussion followed on various topics suggested by the lectures, in which the younger members of the Association took an active part. Mr. Strong, of Springfield, spoke of the good effects of Teachers' Conventions upon the teacher. Mr. Flint, Principal of the Westfield Academy, said that the tendency of the age was to shut out moral instruction from the school-room, altogether. He thought the public sentiment was wrong on this subject. Mr. Dickinson, of the Westfield Normal School, thought the reason why so few teachers were found at the meetings of the Associations, was that the instruction given in the lectures and discussions of the Association was not practical enough, and he suggested that at the next meeting some teacher be requested to give a model exercise in teaching on some topic taught in common schools. The suggestion was put into the form of a resolution by Mr. Wells, and adopted by the convention.

Mr. Bailey, of Chicopee, entertained the convention with a few remarks pertinent to the occasion.

The Saturday morning session was opened with a lecture by Mr. J. T. Ford, of the Theological Seminary, East Windsor, Conn. Subject—Physical Geography. He presented a historical sketch of the science from the earliest times to the present. It was an able production, and secured the undivided attention of the audience during its delivery.

The convention closed its session at 10 o'clock, A. M., and the members returned to their homes, feeling that the little time they had been together had not been spent in vain.

J. W. D.

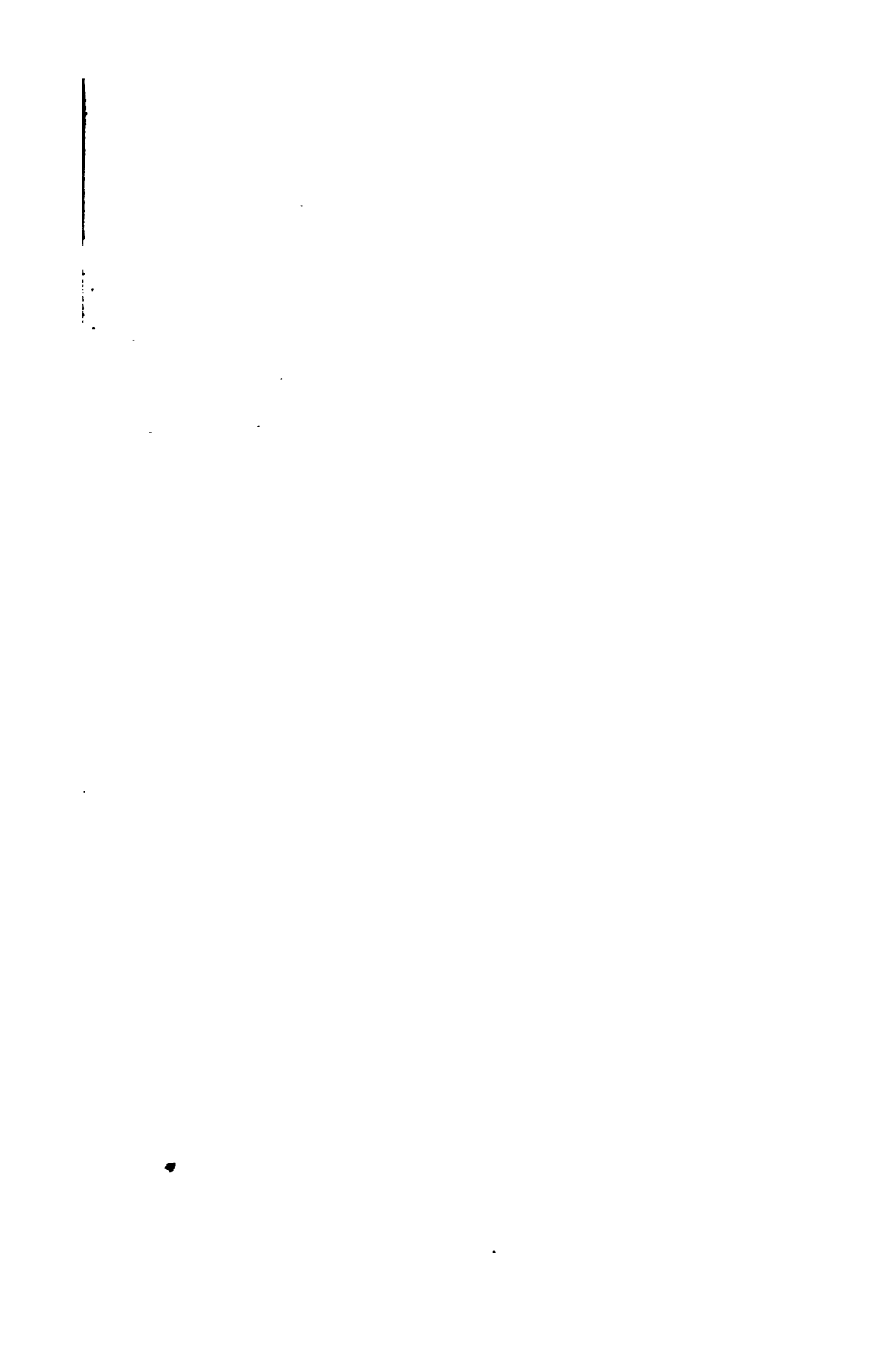
INDEX TO VOLUME VIII.

- | | |
|---|--|
| Acrostic, 269. | Biology, science of human, 18. |
| Another victim, 246. | Board of Education, notice of eighteenth |
| An old school and its master, 43. | Annual Report, 122. |
| Arithmetic, accuracy in, 107; and its | Brown, Prof. C. S., 246. |
| applications, 255. | Character, formation of, 51. |
| Arnold, a Christian man, 161. | Children, in Bavaria, 104; at what age |
| Association, Mass. Teachers', 26, 348. | should they enter school, 257. |
| " Hampden Co. " 53, 190, 382. | Choate, on the value of a love for read- |
| " Franklin Co. 381. | ing, 54. |
| " Barnstable Co. Educational, 93. | Classical culture, claims of, 251. |
| " Middlesex Co. Teachers', 147. | College, at what age should a boy enter, |
| " Norfolk Co. " 191; 362. | 225. |
| " Normal " 339. | Comins School, 128, 158. |
| Attendance of children at school, 79. | Composition, on the writing of, 234. |
| American Institute of Instruction, 253, | Correspondence, foreign, 179, 238, 348, |
| 289. | 210, 356. |
| Andrews, Abraham, Esq., 318. | Coolies for Cuba, 212. |
| Astronomy for the present (Nov.) month, | Curiosity, mathematical, of figure nine, |
| 324. | 86. |
| Barnstable Co. Educational Association, | Diary in Turkish and Greek waters, |
| 93. | 223. |
| Bartlett, Edwin W., 128; Obituary of, | Dictionaries, 281, 380. |
| 149. | Discipline for little children, 132; school, |
| Beauty, perception of, 373. | 77. |
| Beck, Mr., teacher of the Moravian | Divisibility of numbers, 220. |
| School, 270. | Drawing, in common schools, 359. |
| Bible, the, a supporter, 145. | Education, motives to be urged in the |

- business of, 3; Dr. Whewell on intellectual, 33; a protection against popular delusions, 81; in Boston, 127; physical, 265; Romanism adverse to, 273; in Upper Canada, 321; progress in, 298; of woman, 300.
- English Schools**, 179.
- Examinations**, written, 340.
- Friese, Prof. H. S.**, on the preparatory course for college, 166.
- Geography**, elements of physical and political, 287.
- Geometry**, first lessons in, 286; the foundation of learning, 306.
- Gleanings from the poets**, 88.
- Greek**, method of studying it, 241.
- Greene, Prof. S. S.**, 156.
- Habit**, 347.
- Hampden County Teachers' Association**, 53, 190.
- High Schools**, depression of, 138.
- Imagination**, 14.
- Improve yourself**, 276.
- Instruction**, Webster's early, 76; easy methods of, 38, 9.
- Intelligence**, 96, 156; literary, 253.
- Journalizing in schools**, 88.
- Language**, involuntary disclosures of, 279.
- Lassell, James M.**, obituary of, 56.
- Le Grand Pêre**, notice of, 69.
- Letters**, their powers and names, 89.
- Letter-writing**, 280.
- Life**, the true, and our duties to the young, a prize essay, 141.
- Lippincott's Gazetteer**, 340.
- Literary notice**, 251; intelligence, 253.
- Love of business**, 145.
- Luther**, the school where he was taught in his youth, 348.
- Maps**, Ide & Dutton's collection, 91, 126, 157.
- Massachusetts Teachers' Association**, 348, 26; Perthes's, 357.
- Master**, a scheming, 111, 80.
- May, Rev. S. J.'s** Bridgewater address, 371.
- Mathematical**, 352, 218, 152.
- Middlesex County Teachers' Association**, 147.
- Mental culture**, 345.
- Monson Academy**, anniversary of, 154.
- Montt, Don Manuel**, 268.
- Moravians**, the, and their school under Mr. Beck, 270.
- Norfolk County Teachers' Association**, 191, 362.
- Normal Institute**, N. E., 361.
- Normal School in Framingham**, examination of, 109; in Westfield, 255; in Toronto, 382.
- Normal Teachers' Association**, 339.
- Note from the Editor**, (Mr. Goldthwaite), 282.
- Numbers**, divisibility of, 220.
- Obituary**, 56, 149.
- Occupation**, enjoyment of, 89.
- Order**, 337.
- Oxford**, commemoration at, 238.
- Pen**, the, 144.
- Pestalozzi and his philosophy**, 210.
- Physical training**, neglect of, 343.
- Poetry**, 50, 65, 108, 110, 165, 264, 112, 284, 293, 379.
- Prayer for light**, 112.
- Primary instruction**, 366.
- Prize Essay**, 3, 9, 141, 224.
- Prize Committee**, report of, 32.
- Public Schools**, 193.
- Punctuality**, 92, 338.
- Punctuation**, Wilson's Treatise on, 182 anecdote, 380.
- Quiet Schools**, 136.
- Reading**, love of, 54; importance of, 163; 369.
- Report**, notice of the Eighteenth Annual, of the Board of Education, 122 of Prof. H. S. Friese, on the preparatory course for college, 166.
- Romanism adverse to education**, 273.
- Roxbury schools**, 254.
- Rules and principles in school government and instruction**, 82.
- Sargent's Readers**, 64, 223.
- Schools**, public, 193; Scottish, fifty years ago, 185; English, 179.
- School**, an old, and its master, 43^a, the public, 45.
- School-house**, 207.
- School jurisprudence**, 117.
- School three hours a day**, 274.
- Schoolmaster**, the Rhode Island, 127.
- Self-dependence**, 327.
- Self-education**, 330.
- Singing in school**, 85.
- Smith's History of Greece**, notice of, 125.
- Son**, how to ruin him, 89.
- Statistics in regard to schools**, money expended, etc., 130.
- Studies**, (extract from Bacon,) 278; relative importance of classical and scientific, 308; rules for, 370.
- Studies**, preparatory course of, for entering college, 166.
- Switzerland**, notice of history of, 192.
- Teacher**, disrespect to, 119; moral office of, 293.
- Teachings**, silent, 188.
- Teaching and teachers**, 65.
- Teaching**, for a lifetime, 105; and training, 378; its claims to be considered a distinct profession, 291.
- Tell**, story of William, 182.
- That**, grammatical play on the word, 233.
- The Massachusetts Teacher**, 353.
- Thorough**, be, 131.
- Thoughts for consideration**, 175.
- Tilden**, Miss Caroline, 371.
- Tillinghast, Mr. N. P.**, 371.
- Unconscious Tuition**, 332.
- Understanding**, the, 277.
- Untruthfulness in schools**, 97.
- Ventilation**, 341.
- Wayland**, High School in, 248.
- Webster's early instruction**, 76.
- Whewell, Dr.**, on intellectual education, 33.
- Worcester's Explanatory Dictionary**, 380.
- Writing Books**, Payson and Dunton's, 332, 113.
- Writing**, Duntonian System of, 213.
- Writing**, beauty in, 87. [376.
- Words to teachers of our winter schools**







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